DUNDEE CITY COUNCIL

REPORT TO: **POLICY AND RESOURCES COMMITTEE – 27 April 2015**

REPORT ON: **MAINSTREAMING EQUALITY PROGRESS REPORT 2013-2015**

REPORT BY: **CHIEF EXECUTIVE**

REPORT NO: **156-2015**

1.0   PURPOSE OF REPORT

1.1   To gain approval for a Mainstreaming Equality Progress Report 2015 in accordance with the Equality Act 2010, (Specific Duties) (Scotland) Regulations.

2.0   RECOMMENDATIONS
The committee are asked to approve :

2.1   Dundee City Council's Mainstreaming Equality Progress Report 2015, Appendix 1-6)

2.2   Dundee City Council's Education Departments Mainstreaming Equality Progress Report 138-2015. Appendix 7

3.0   FINANCIAL IMPLICATIONS

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

4.0   MAIN TEXT

4.1   Equality Act 2010, (Specific Duties) (Scotland) Regulations requires that by the 30 April 2015 Dundee City Council and Dundee Education Authority publish reports setting out their progress toward mainstreaming equality. The report must contain:
- A mainstreaming report
- Annual employee information together with details of the progress made in gathering and using the information to better meet the duty;
- A report on progress made towards achieving equality outcomes
- Updated gender pay gap information.

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

5.1   **BACKGROUND**

The Equality Act 2010 (the Act), came into force on 5 April 2011. The Act places a general equality duty on public authorities to pay due regard to the need to:

- Eliminate discrimination;
- Advance equality; and
- Foster good relations across the range of protected characteristics.

5.2   The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 placed a duty on Dundee City Council and Dundee Education Authority to publish Mainstreaming Equality reports by 30 April 2013 and to report on its progress toward mainstreaming equality by 30 April 2015.

6.0   POLICY IMPLICATIONS

6.1   This report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management.

No major issues were identified

7.0   CONSULTATION

7.1   The Director of Corporate Services and Head of Democratic & Legal Services have been consulted on this report.

8.0   BACKGROUND PAPERS

8.1   None

DAVID R MARTIN
CHIEF EXECUTIVE
27 APRIL 2015

APPENDICES

**INTRODUCTION TO DUNDEE CITY COUNCIL MAINSTREAMING EQUALITY PROGRESS REPORT
2013-15**

In April 2013 Dundee City Council's (DCC) published its first Mainstreaming Equality Report. The report set out how the city council supports and delivers equality good practice across all its functions, detailed information on the protected characteristics of its employees, information on gender pay gaps, policy statement by the City Council on Equal Pay and Occupational Segregation, a set of equality outcomes which Dundee City Council considers will enable it to better perform the Equality Duty, how people who share a relevant protected characteristic have been involved and the evidence used to inform the equality outcomes.

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

This approach aimed to develop a direct link between key equality issues with strategic and departmental delivery priorities and demonstrate Dundee City Council's commitment to mainstreaming its equality duty across all the relevant functions in a way that is measurable and transparent.

The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 placed a duty on Dundee City Council and Dundee Education Authority to report on its progress toward mainstreaming equality by 30 April 2015.   This is Dundee City Council's first Mainstreaming Equality progress report on its commitment to mainstream equality good practice across all its activities

The report comprises of five key reporting requirements:
Employee equality monitoring: An annual breakdown of the information Dundee City Council has gathered under its duty to gather and use employee information and details of the progress that it has made in gathering and using that information to enable it to better perform the general equality duty.
See Appendix 3

Gender, Disability and Ethnicity pay gaps: A table setting out on the equality data gathered from Resourcelink payroll and personnel system and imported into the "Equal Pay Reviewer" software tool for analysis.
See Appendix 4

Occupational Segregation: A table setting out details of occupational segregation across Dundee City Council's workforce. Occupational segregation is understood as the concentration of men and women: in different kinds of jobs (horizontal segregation) or in different grades (vertical segregation):
See Appendix 5.

Equality outcomes: Reporting on the progress made to meet Dundee City Council's equality outcomes.
See Appendix 6

Education Department Mainstreaming Equality Report: Education Authorities are required to publish a separate report on mainstreaming equality.
See Appendix 7

REPORT SUMMARY AND RECOMMENDATIONS

Employee Equality Monitoring (Appendix 3): Dundee City Council continues to improve the collection and reporting of equality information provided by applicants for council posts and publishes detailed breakdowns of employee equality information.

Gender pay gap (Appendix4) has reduced from 1.56% 2011-12 to 1.18% in 2013-14 across all Dundee City Council's contracts, the City Council will continue to monitor the equal pay gap in future to ensure it remains within reasonable limits and ensure that the City Council's published information is consistent with other Scottish Local Authorities to facilitate benchmarking. In advance of future reporting requirements Appendix 4 also includes information on pay gaps related to disability and ethnicity.

Occupational segregation: There are a number of posts within the Council where there is a concentration of either men or women; examples are shown in Appendix 5. In general terms, there is a concentration of women in teaching, social work and caring posts, whereas there is a concentration of men in posts such as refuse collector, gardener, craft and engineering posts. These areas are easily identified and work is being undertaken within schools and colleges to promote all employment opportunities to males and females and further measures will be considered in an attempt to redress the balance in the future.

Example of good practice: Following the introduction of the New Start form which incorporated all protected characteristics, non disclosure rates i.e. not providing information, have dropped substantially. However there are still significant numbers of employees who have chosen not to disclose their information. To further improve disclosure rates Resource Link is being developed to provide a "Self Service" approach to employee records. Once implemented, employees will be able to update their own employee records. It is hoped that this will help improve the accuracy and disclosure levels of the equality information required.

Recommendations/Actions:
- Council computer systems will continue to be developed to hold equality information, enabling equality data to be obtained in a timely and easily collated manner.
- The equality monitoring information will be discussed by the Equality and Diversity Steering group and will remit the appropriate Departmental Equality Groups to develop actions where required.
- A biannual equality statement will be produced and discussed at the Council Management Team to ensure that Chief Officers are aware of equality issues and developments and that adequate resource are being allocated to meet the council commitments.
- The Human Resources and Business Support Division will continue to review the current Employee Equality Monitoring systems and procedures to ensure that Dundee City Council meets its obligation under the Equality Act.

Equality outcomes (Appendix 6): Overall Dundee City Council continues to make good progress in mainstreaming equality into its everyday practice and provide a number of exemplars of good practice, for example:

Communities Division undertook a pilot exercises to map existing users of English for Speakers of Other Languages (ESOL) classes and data from the 2011 Census on those who indicated that they little or no English language skills. The resulting locality maps gives a clear and accurate picture of the areas of potential demand and illustrated that in some areas of the city there has been little take up of ESOL services. This data will then be used to better target the promotion of ESOL services and influence service planning. In November 2013 Communities Division experiences were shared at a presentation to representatives of all council departments of the equality data currently available, including newly published Local Community Planning Partnership (LCPP) Census Profiles. The aim of the presentation was to make service planners aware of the example Communities had developed to utilise equality data to improve its ESOL services and to promote a discussion on how this could be used to improve service planning and delivery, reduce costs and better targeting of resources. This approach is now being considered by other departments

Challenges: Meeting Dundee City Council's Equality Outcomes has been challenging in some areas. Not all departments who report on equality outcomes have sufficiently developed or utilised the evidence base required to demonstrate progress toward meeting equality outcomes. There is also a need to improve the recording of progress in some areas and departments will be reviewing their current equality outcomes to ensure they are achievable, measurable and have outcomes that improve people's life opportunities.

Recommendations/actions:

- To improve departmental awareness of the benefits of using equality data to inform practice and to promote equality service monitoring as a key to better service provision. It was agreed by the Council Management Team in March 2015 to the drafting of a corporate policy on Service Monitoring.
- To support awareness and understanding of how equality data can improve practice, Dundee City Council's Equality and Diversity Co-ordinator will continue to provide regular updates & briefings to staff and elected members

EMPLOYEE EQUALITY MONITORING

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

The public sector equality duty covers the following characteristics: age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.

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

Information

The information detailed in this report has been compiled from a number of different and independent information systems. These systems are Resource Link (Payroll/Personnel System), National Recruitment Portal (Recruitment System), individual Department's training records/databases; Brightwave, the Council's online training package as well as paper based records and are reported in tables 1-15

A learning and development management system is currently being developed for all council employees and it is anticipated that this will be implemented by the end of 2015. The learning and development system will ensure that all training records and associated information are held in a consistent manner and allow the collation of better management information.

Resource Link is being developed to provide a "Self Service" approach to employee records, once implemented employees will be able to update their own employee records when required. It is hoped that this approach will help improve the accuracy and disclosure levels of the equality information required. In addition it is intended that information relating to disciplinary and grievance be recorded on Resource Link with the development of this scheduled to begin once the Self Service model has been implemented.

The Equality Act requires local authorities to report on the composition their Education Authority separately from the rest of the authorities' employees. To that end the employees of the Education Department have been reported separately in the attached tables 1-15.

For data protection purposes no record of less than five has been reported in the attached appendices.

Non Disclosure of Equality Information

Table 1	Non Disclosure Rates	
	Education	Council
Race	23%	15%
Religion and Belief	33%	29%

The above table details non disclosure rates for employees who chose not to answer this question or provide their details.

The council has full disclosure rates for employees with regard to Age and Gender with Disability being below 3%. Tables 1 detail the non disclosure rates for Race, Religion and Belief.

Following the introduction of the New Start form which incorporated all protected characteristics stipulated in the Equality Act the councils' non disclosure rates i.e. not providing information, have

dropped substantially. However there are still significant numbers of employees who have chosen not to disclose their information.

Once the "Self Service" model is fully operational, employees will be required to review and update the personal information held in their record. It is hoped that this approach will help facilitate greater disclosure of information. Communication with employees on the merits of disclosing their equality information will be taken when the service is available.

Maternity and Pregnancy

120 females commenced their maternity leave during 2014, with 86 being employed on a part time basis and the remaining 24 on a full time basis. Of the 120 females, 24 commenced their maternity leave and returned to work in 2014.

The average length for maternity leave across the 120 females was approximately 9 months with the highest being 12 months and the lowest being 3 months.

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

Recruitment

In 2014 the Council recruited on 370 occasions. From the information detailed in the attached appendices, 7.2% of applicants stated that they have a disability and 2.4% of successful candidates advised that they have a disability. 5.2% of applicants came from the Black, Minority Ethnic Community (BME) with 2.2% of successful candidates advising that they came from a BME community. 4% of applicants identified themselves with a non Christian religion or belief with 2.7% of successful candidates identifying themselves with a non Christian religion or belief.

In January 2015 the council began recruiting employees through Talent Link, which is the update of the National recruitment portal. Talent Link has been developed by all Scottish Local Authorities to promote local government as an employer; it also ensures a consistent approach to recruitment. Dundee City Council is utilising Talent Links' ability to migrate the successful candidates' personal information to Resource Link. This will help improve non disclosure rates, as job applicants provide fuller equality information.

Sexual Orientation

Dundee City Council has developed Resource Link to record the sexual orientation of its employees. Currently only new starts have had the opportunity to provide this information. An analysis of the information held in Resource Link is shown in the table below.

Table 2:

Sexual Orientation	Employees
Bisexual	-
Gay	5
Heterosexual	397
Lesbian	7
Prefer not to	40

When Self Service for Resource Link is implemented employees will be given the opportunity to provide their information on this characteristic.

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

Table 3: Council

Sexual Orientation	All Applications	Successful Applicants
Bisexual	57	
Gay	122	-
Hetrosexual/Straight	6882	330
Lesbian	50	-
Other	27	
Prefer Not to Answer	263	15
Blank/Unknown	160	22

Table 4: Education

Sexual Orientation	All Applications	Successful Applicants
Bisexual	-	-
Gay	14	-
Hetrosexual/Straight	1014	103
Lesbian	8	-
Other	5	-
Prefer Not to Answer	55	8
Blank/Unknown	31	5

Gender Reassignment

Dundee City Council's New Start form contains a question relating to gender reassignment. In addition Resource Link has been developed to facilitate the recording of this characteristic. When Self Service is implemented employees will be given the opportunity to record their details for this characteristic.

Marriage and Civil Partnership

The below table details Dundee city Council current employees by this characteristic.

Table: 5

Marriage/Civil Partnership	Council	Education
Civil Partnership	5	
Divorced	230	60
Married	2870	970
Separated	85	24
Single	3584	1256
Unspecified	793	581
Widowed	12	-

Disability Related Absence

Dundee City Council recently developed an online absence management system which allows for the recording of absence related to an employee's disability. An analysis of the information found that 57 absences were related to an employee's disability and these occasions accounted for 1,465.5 working days.

Employee Personal Development Review

Dundee City Council offers employees an annual Employee Personal Development Review (EPDR) during which training and development needs are assessed and planned for. The Council is currently developing a new learning and development system where the results of EPDRs will be recorded and it has not proven possible to provide any meaningful information on this subject matter for this report. However as development opportunities are typically agreed at these meetings and 55,262 occasions of training and development have occurred, it can be concluded that the majority of employees are benefiting from the EPDR process.

Future Actions

All employees of Dundee City Council will be required to review their personal information currently held on Resource Link and asked to update as necessary. Further information will be requested to ensure that Dundee City Council meets its obligation under the Equality Act. The purpose of gathering this information will be communicated to all employees through existing departmental communication structures. An over-arching Workforce Strategy is being developed for the Council with equalities forming an integral part.

Council computer systems will continue to be developed to hold equality information, enabling management information to be obtained in a timely and easily collated manner. The equality monitoring information will be discussed by the Equality and Diversity Steering group and will remit the appropriate Departmental Equality Groups to develop actions where required.

A biannual equality statement will be produced and discussed at the Council Management Team to ensure that Chief Officers are aware of equality issues and developments and that adequate resources are being allocated to meet the council commitments.

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

Table 6: Council - Job Applicants and Existing Employees broken down by Age for 2014

Age Bandings	Employees in Post	Job Applicants	Successful Applicants	Promoted - Applications	Promoted - Successful	Part Time - Employees	Full Time - Employees	Training & Development	Return to Work from Maternity Leave	Employees Lodging Grievances	Employee Subject to Disciplinary Proceedings	Dismissals	Leavers excl. Dismissals
Up to 20	77	863	23	51	-	16	61	580	-		-	-	6
21 - 30	965	2620	116	69	12	233	732	6453	28	-	16	-	158
31 - 40	1486	1402	81	148	22	496	990	11213	83	5	17	-	103
41 - 50	2184	1381	88	139	22	707	1477	16483	8	8	48	13	104
51 - 60	2297	1019	34	58	8	707	1590	17376		13	38	23	147
61 - 70	529	131	-	-		229	300	3142			11	13	140
71 - 80	33	-				33		15					29
81 and above	8					8						-	7
No Entry		143	25	-						-	29		

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

The Equality and Human Rights Commissions guidance states that sub-sets of less than 5 should not be published.
The guidance also ensures compliance with the Data Protection Act. Sub-sets of less than 5 are reported as "-" above.

Table 7: Education Department - Job Applicants and Existing Employees broken down by Age for 2014

Age Bandings	Employees in Post	Job Applicants	Newly Recruited Employees	Promoted - Applications	Promoted - Successful	Part Time - Employees	Full Time - Employees	Training & Development	Return to Work - Maternity	Grievance	Disciplinary	Dismissals	Leavers excl. Dismissals
Up to 20	9	27		-		-	-	22					-
21 - 30	412	405	36	21	5	39	49	1423	14				60
31 - 40	699	305	40	76	13	114	88	2447	47	-	8	-	52
41 - 50	779	237	28	74	9	212	155	3003	-	-	7	-	48
51 - 60	778	123	6	28	-	216	155	2932		-	11	-	91
61 - 70	178	11	-	-		78	30	323			2	-	72
71 - 80	31					30		7					29
81 and above	8					8						-	6
No Entry		22	6	-						-	20		

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

The Equality and Human Rights Commissions guidance states that sub-sets of less than 5 should not be published.
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Table 8: Council - Job Applicants and Existing Employees broken down by Disability for 2014

Disability	Employees in Post	Job Applicants	Newly Recruited Employees	Promoted - Applications	Promoted - Successful	Part Time - Employees	Full Time - Employees	Training & Development	Return to Work - Maternity	Grievance	Disciplinary	Dismissals	Leavers excl. Dismissals
Yes	111	547	9	16	-			984		-	-	-	11
Yes - Hearing Impairment	9					-	6	61		-			-
Yes - Learning Disability or Cognitive Impairment	5	135	-	-		-	-	45			-		-
Yes - Longstanding Illness or Health Condition	-	185	-	8	-	-	-	-					
Yes - Mental Health Condition	-	77				-	-	55					-
Yes - Multiple Disabilities													
Yes – Other	17	27				7	10	80				-	-
Yes - Physical Impairment	12	48	-	-		-	8	72					-
Yes - Sensory Impairment	-	51				-	-	37					-
Yes - Visual Impairment	5					-	-	30					
Yes – Unspecified	53	15	-	-	-	22	31	601			-	-	-
Yes - Prefer not to Answer		9											
No	7255	6846	340	449	63	2382	5080	54191	120	25	129	57	677
Prefer Not to Answer		131		-									
No Entry	213	37	21	-		-	-	87		-	31		6

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

The Equality and Human Rights Commissions guidance states that sub-sets of less than 5 should not be published.
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Table 9: Education Department - Job Applicants and Existing Employees broken down by Disability for 2014

Disability	Employees in Post	Job Applicants	Newly Recruited Employees	Promoted - Applications	Promoted - Successful	Part Time - Employees	Full Time - Employees	Training & Development	Return to Work - Maternity	Grievance	Disciplinary	Dismissals	Leavers excl. Dismissals
Yes	32	56		56	-	13	19	111		-	-		6
Yes - Hearing Impairment	-					-	-	7					-
Yes - Learning Disability or Cognitive Impairment	-	11	-	11		-	-	36		-	-		-
Yes - Longstanding Illness or Health Condition	-	22	-	22	-	-	-	-					
Yes - Mental Health Condition		9		9									
Yes - Multiple Disabilities													
Yes – Other	7	-		-		-	-	15					
Yes - Physical Impairment	-	5		5		-	-	22					-
Yes - Sensory Impairment	-	6		6			-						
Yes - Visual Impairment	-					-	-						
Yes – Unspecified	8	-		-		-	5	28					2
Yes - Prefer not to Answer													
No	2742	1049	110	1049	29	947	1914	10001	62	7	26	9	352
Prefer Not to Answer		-		-									
No Entry	120	23	5	23		-		45		-	21		-

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

The Equality and Human Rights Commissions guidance states that sub-sets of less than 5 should not be published.
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Table 10: Council - Job Applicants and Existing Employees broken down by Race for 2014

Ethnic Origin	Employees in Post	Job Applicants	Newly Recruited Employees	Promoted - Applications	Promoted - Successful	Part Time - Employees	Full Time - Employees	Training & Development	Return to Work - Maternity	Grievance	Disciplinary	Dismissals	Leavers excl. Dismissals
African - (Inc.Scottish/British)	5	17	-			-	-	20		-			-
African – Other		39		-				-					
Asian - Bangladeshi(Inc.Scottish/British)	-	8				-	-	26					
Asian - Chinese (Inc.Scottish/British)	-	24					-	84					-
Asian - Indian (Inc.Scottish/British)	18	21				6	12	140	-			-	-
Asian - Other (Inc.Scottish/British)	14	11				7	7	65	-				-
Asian - Pakistani (Inc.Scottish/British)	10	41	-	-	-	-	7	35					-
Caribbean or Black - Black (Inc.Scottish/British)	-	15		-			-	5			-		
Caribbean or Black - Caribbean (Inc.Scottish/British)		-						32		-			
Caribbean or Black - Other		17											
Gypsy/Traveller	-						-	6					-
Mixed or Multiple Ethnic Group	16	37	-	-		7	9	159					-
No Entry	55	144	22	5		15	40	798	-	-	31	-	8
Arab - Other (Inc.Scottish/British)		10							-				
Arab - Arab (Inc.Scottish/British)	-						-						
Other Ethnic Background	-	31	-	-			-	14					-
Prefer Not to Answer	1065	44	5	-	-	301	764	5984	19	7	11	-	117
White - Eastern European	8	149	-	11		-	5	23			-		
White – Irish	34	75	-	7		5	29	328			-		10
White - Other British	440	495	23	29	-	129	311	2674	6	-	8	5	42
White - Other White Ethnic Group	87	149	5	7	-	24	63	845	5		-	-	24
White – Scottish	5812	6232	302	399	61	1924	3888	44022	85	16	105	47	482

No Entry/Unspecified - Applicant/Employee chose not to answer this question. The Equality and Human Rights Commissions guidance states that sub-sets of less than 5 should not be published. The guidance also ensures compliance with the Data Protection Act. Sub-sets of less than 5 are reported as "-" above.

Table 11: Education Department - Job Applicants and Existing Employees broken down by Race for 2014

Ethnic Origin	Employees in Post	Job Applicants	Newly Recruited Employees	Promoted - Applications	Promoted - Successful	Part Time - Employees	Full Time - Employees	Training & Development	Return to Work - Maternity	Grievance	Disciplinary	Dismissals	Leavers excl. Dismissals
African - (Inc.Scottish/British)	-						-						
African – Other	-	6		-			-						
Asian - Bangladeshi(Inc.Scottish/British)	-					-	-	22					
Asian - Chinese (Inc.Scottish/British)													-
Asian - Indian (Inc.Scottish/British)	8	-				-	-	25					-
Asian - Other (Inc.Scottish/British)	8	-				5	-	21					-
Asian – Pakistani	5	-	-	-		-	-	9					
Caribbean or Black - Black (Inc.Scottish/British)		-											
Caribbean or Black - Caribbean (Inc.Scottish/British)								32		-	-		
Caribbean or Black - Other													
Gypsy/Traveller	-						-	-					
Mixed or Multiple Ethnic Group	7	8		-		-	6	19					-
No Entry	-	21	6	-		-	-	53		-	20		-
Arab - Other (Inc.Scottish/British)		-							-				
Arab - Arab (Inc.Scottish/British)													
Other Ethnic Background	-	9	-				-	-					-
Prefer Not to Answer	658	14	-	-	-	162	496	1739	17	-	4		88
White - Eastern European	-	27	-	-			-	-					
White – Irish	20	18	-	-		-	17	109		11			-
White - Other British	164	87	11	18	-	44	120	588	-		-	-	22
White - Other White Ethnic Group	36	45	-	5	-	13	23	113	-				8
White – Scottish	1976	885	89	156	27	724	1252	7419	39	5	20	8	227

No Entry/Unspecified - Applicant/Employee chose not to answer this question. **The Equality and Human Rights Commissions guidance states that sub-sets of less than 5 should not be published. The guidance also ensures compliance with the Data Protection Act. Sub-sets of less than 5 are reported as "-" above.**

Table 12: Council - Job Applicants and Existing Employees broken down by Gender for 2014

Gender	Employees in Post	Job Applicants	Newly Recruited Employees	Promoted - Applications	Promoted - Successful	Part Time - Employees	Full Time - Employees	Training & Development	Return to Work - Maternity	Grievance	Disciplinary	Dismissals	Leavers excl. Dismissals
Female	4911	4138	232	303	48	2085	2826	35098	120	17	79	28	387
Male	2668	3300	117	165	18	2324	344	20164		13	54	31	307
No Entry		111	21								29		
Other													
Prefer Not to Answer		12											

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

The Equality and Human Rights Commissions guidance states that sub-sets of less than 5 should not be published.
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Table 13: Education Department - Job Applicants and Existing Employees broken down by Gender for 2014

Gender	Employees in Post	Job Applicants	Newly Recruited Employees	Promoted - Applications	Promoted - Successful	Part Time - Employees	Full Time - Employees	Training & Development	Return to Work – Maternity Leave	Grievance	Disciplinary	Dismissals	Leavers excl. Dismissals
Female	2300	730	82	134	21	858	1442	8918	62	5	21	6	209
Male	594	380	30	59	9	104	490	1239		-	7	-	150
No Entry		17	5								20		
Other													
Prefer Not to Answer		-											

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

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Table 14: Council - Job Applicants and Existing Employees broken down by Religion or Belief for 2014

Religion or Belief	Employees in Post	Job Applicants	Newly Recruited Employees	Promoted - Applications	Promoted - Successful	Part Time - Employees	Full Time - Employees	Training & Development	Return to Work - Maternity	Grievance	Disciplinary	Dismissals	Leavers excl. Dismissals
Buddhist	7	18	-			-	5	95					-
Church of Scotland	1599	1355	87	134	27	547	1052	11702	24	-	20	10	132
Hindu	14	14				5	9	138	-	-			-
Jewish	-					-	-	-					
Muslim	27	90	-	-	-	9	18	154	-			-	-
None	1845	3684	149	159	15	647	1198	14715	29	5	49	20	
Other Christian	473	532	17	40	-	148	325	3411	9	5	10	-	44
Other Religion or Belief	124	175	6	10	-	30	94	1263	-		-		7
Prefer Not to Answer	1382	448	15	19	-	359	1023	7526	25	7	16	-	156
Roman Catholic	1285	1092	71	101	16	440	845	9629	18	6	17	10	119
Sikh	-	-				-	-	-					-
Unspecified	817	150	24	-		239	578	6627	10	5	46	11	229

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

The Equality and Human Rights Commissions guidance states that sub-sets of less than 5 should not be published.
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Table 15: Education Department - Job Applicants and Existing Employees broken down by Religion or Belief for 2014

Religion or Belief	Employees in Post	Job Applicants	Newly Recruited Employees	Promoted - Applications	Promoted - Successful	Part Time - Employees	Full Time - Employees	Training & Development	Return to Work - Maternity	Grievance	Disciplinary	Dismissals	Leavers excl. Dismissals
Buddhist	-	-				-	-	18					
Church of Scotland	631	243	32	60	12	262	369	2672	14		-		70
Hindu	-	6				-	-	18					-
Jewish													
Muslim	12	9	-	-		7	5	50	-				-
None	517	418	33	46	5	185	332	1990	8	-	-	-	
Other Christian	212	108	10	24	-	60	152	718	-	-	6	-	31
Other Religion or Belief	35	26	-	5	-	14	21	97	-		-		-
Prefer Not to Answer	740	92	6	7	-	169	571	1957	21	-	-		101
Roman Catholic	525	197	27	49	10	180	345	1901	10	-	7	-	68
Sikh	-					-	-	-					-
Unspecified	213	28	6	-		80	133	735	-	-	23	-	82

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

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GENDER/DISABILITY ETHNIC MINORITY PAY GAPS

An equal pay audit was carried out using information from the financial year 2013-2014; the data was gathered from the "Resourcelink" payroll and personnel system and imported into the "Equal Pay Reviewer" software tool for analysis.

The council employed some 7,579 employees during 2014, however, a number of employees had more than one contract with the council.

The analysis covered 8,723 contracts, of which females held 5,786 contracts (66.33%) and males 2,937 contracts (33.67%). The analysis focussed on males and females in each of the grade bands to identify any significant differences between average total pay of men and women performing equal work.

The average hourly rate for a female employed by Dundee City Council is £13.40 and the average hourly rate for a male is £13.56 resulting in a gender pay gap of 1.18 % in favour of males. Gender pay gap has reduced from 1.56% 2011-12 to 1.18% in 2013-14 across all Dundee City Council's contracts

The average hourly rate for an employee with disabilities employed by Dundee City Council is £12.43 and the average hourly rate for a non disabled employee is £13.46 resulting in a pay gap of 7.65% in favour of non disabled employees.

The average hourly rate for an employee who is a member of an ethnic minority group employed by Dundee City Council is £13.21 and the average hourly rate for an employee who is not a member of an ethnic minority group is £13.46 resulting in a pay gap of 1.85% in favour of the non ethnic minority group members.

Occupational Segregation by grades 2013-14

Occupational segregation is understood as the concentration of men and women: in different kinds of jobs (horizontal segregation) or in different grades (vertical segregation). By examining occupational segregation within the council it can be worked towards ensuring the pool of talent and skills available to the Council as an employer is not inhibited by stereotypical perceptions of what women and men 'do', and that everyone's skills are being utilised to the maximum potential.

OCCUPATIONAL SEGREGATION BY GRADES 2013-14

Equal Work Group	Total Number of contracts	All Male contracts	Percentage of Males	All Female contracts	Percentage of Females
Chief Officers	86	52	60.47%	34	39.53%
Grade 1	62	9	14.52%	53	85.48%
Grade 2	248	120	48.39%	128	51.61%
Grade 3	843	273	32.38%	570	67.62%
Grade 4	442	128	28.96%	314	71.04%
Grade 5	620	241	38.87%	379	61.13%
Grade 6	967	351	36.30%	616	63.70%
Grade 7	1414	256	18.10%	1158	81.90%
Grade 8	474	158	33.33%	316	66.67%
Grade 9	298	149	50.00%	149	50.00%
Grade 10	313	130	41.53%	183	58.47%
Grade 11	497	169	34.00%	328	66.00%
Grade 12	53	34	64.15%	19	35.85%
Grade 13	59	42	71.19%	17	28.81%
Miscellaneous	11	_	36.36%	7	63.64%
Craft Workers	370	370	100.00%		0.00%
Probationer Teachers	114	19	16.67%	95	83.33%
Unpromoted Teachers	1180	197	16.69%	983	83.31%
Chartered Teachers	96	10	10.42%	86	89.58%
Principal Teachers	311	109	35.05%	202	64.95%
DHT/ Head Teachers	133	32	24.06%	101	75.94%
Education Psychologist Service	21	_	19.05%	17	80.95%
Music Teachers	27	19	70.37%	8	29.63%
Quality Improvement	11	_	18.18%	9	81.82%
Apprentices and Modern Apprentices	73	59	80.82%	14	19.18%
Total	**8723**	**2937**	**33.67%**	**5786**	**66.33%**

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OCCUPATIONAL SEGREGATION - POSTS WHERE THERE IS A CONCENTRATION OF FEMALES 2013-14

Post Title	Grade	Males	%	Females	%	Total
TEACHER	varied	206	16.14	1070	83.86	1276
SOCIAL CARE WORKER	7	81	12.02	593	87.98	674
SOCIAL CARE OFFICER	7	73	18.81	315	81.19	388
CLERICAL ASSISTANT	varied	19	7.57	232	92.43	251
ADDITIONAL SUPPORT NEEDS ASSISTANT	6	9	3.95	219	96.05	228
PRINCIPAL TEACHER	varied	108	34.95	201	65.05	309
SOCIAL WORKER	10+1	35	16.06	183	83.94	218
EARLY YEARS PRACTITIONER	236-244		0.00	169	100.00	169
CLERICAL OFFICER	varied	_	2.91	100	97.09	103
PROBATIONER TEACHER PLACEMENT	probationer	19	16.81	94	83.19	113
SHELTERED HOUSING WARDEN	5	14	14.29	84	85.71	98
ACCOUNTS/BENEFITS ASSISTANT	6	34	33.33	68	66.67	102
ADMINISTRATIVE ASSISTANT	varied	_	4.29	67	95.71	70
CLASSROOM ASSISTANT	4		0.00	61	100.00	61
HOME CARE WORKER	3	5	7.81	59	92.19	64
AUXILIARY	3		0.00	57	100.00	57
FAMILY SUPPORT WORKER	7	_	1.75	56	98.25	57
ADMINISTRATIVE OFFICER	varied	_	3.51	55	96.49	57
DOMESTIC ASSISTANT	1	_	3.92	49	96.08	51
SENIOR CLERICAL ASSISTANT	varied	_	5.77	49	94.23	52
DEPUTE HEAD TEACHER	varied	18	27.27	48	72.73	66
SENIOR SOCIAL CARE OFFICER	8	11	18.97	47	81.03	58
ESCORT	3	9	17.31	43	82.69	52
HEAD TEACHER	varied	13	23.21	43	76.79	56
SUPERVISORY ASSISTANT	2	_	6.82	41	93.18	44
CARE MANAGER	varied	8	16.33	41	83.67	49
SUPPORT WORKER	varied	15	26.79	41	73.21	56
SHELTERED HOUSING AUXILIARY	2	_	5.88	32	94.12	34
SENIOR CLERICAL OFFICER	varied		0.00	32	100.00	32
LINK SCHEME EARLY YRS PRACTITIONER	7	_	3.23	30	96.77	31
SOCIAL CARE ORGANISER	9	5	15.15	28	84.85	33
COMMUNITY LEARNING & DVLPT WRKR	varied	13	31.71	28	68.29	41
SECRETARY	varied		0.00	28	100.00	28
CUSTOMER SERVICES ADVISOR	varied	_	10.00	27	90.00	30
EDUCATION RESOURCE WORKER	varied	_	15.38	22	84.62	26

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OCCUPATIONAL SEGREGATION - POSTS WHERE THERE IS A CONCENTRATION OF MALES 2013-14

Post Title	Grade	Males	%	Females	%	Total
JOINER	craft	89	100.00		0.00	89
STREET SWEEPER	3	83	100.00		0.00	83
REFUSE COLLECTOR	5	69	98.57	_	1.43	70
SCHOOL CROSSING PATROLLER	2	66	74.16	23	25.84	89
GROUNDS MAINTENANCE OPERATIVE	5	60	100.00		0.00	60
GARDENER	varied	56	98.25	_	1.75	57
FACILITIES ASSISTANT	6	52	100.00		0.00	52
PAINTER	craft	43	100.00		0.00	43
CARETAKER	varied	34	97.14	_	2.86	35
ELECTRICIAN	craft	34	100.00		0.00	34
LGV DRIVER	6	34	100.00		0.00	34
CRAFTSMAN'S LABOURER	labourer	31	100.00		0.00	31
DRIVER (NON-HGV)	varied	30	100.00		0.00	30
REFUSE COLLECTOR (CHARGEHAND)	6	30	100.00		0.00	30
ELECTRICIAN (APPROVED)	craft	26	100.00		0.00	26
SUPERVISOR	varied	26	100.00		0.00	26
PLUMBER (ADVANCED)	craft	25	100.00		0.00	25
ASSISTANT ENGINEER	varied	22	88.00	_	12.00	25
DRIVER (MEALS)	varied	22	64.71	12	35.29	34
GARDENER (CHARGEHAND)	varied	21	95.45	_	4.55	22
COMMUNITY SAFETY WARDEN	3	21	72.41	8	27.59	29
MISCELLANEOUS (ENVIRONMENT)	varied	20	95.24	_	4.76	21
RESOURCES ASSISTANT	3	17	89.47	_	10.53	19
ASSISTANT HOUSING OFFICER	4	17	70.83	7	29.17	24
MUSIC INSTRUCTOR	music ins	17	65.38	9	34.62	26
PLASTERER	craft	17	100.00		0.00	17
ENVIRONMENTAL OPERATIVE	2	16	88.89	_	11.11	18
APPRENTICE JOINER	app B&CE	15	93.75	_	6.25	16
SENIOR ENGINEER	11	15	100.00		0.00	15
DRIVER	3	14	93.33	_	6.67	15
ENGINEER	varied	14	100.00		0.00	14
OFFICER (SOFTWARE)	11	13	68.42	6	31.58	19
BUILDING SRVS CLERK OF WORKS	varied	13	100.00		0.00	13
MECHANIC	craft	13	100.00		0.00	13
PLANT OPERATIVE	varied	12	92.31	_	7.69	13
SCHOOL TECHNICIAN	6	12	70.59	5	29.41	17
HANDYPERSON	2	11	100.00		0.00	11
PROJECT SUPERVISOR	6	11	100.00		0.00	11
OFFICER (PROJECTS)	varied	10	83.33	_	16.67	12
PROJECT OFFICER	varied	10	62.50	6	37.50	16
APPRENTICE GARDENER	varied	10	100.00		0.00	10
FACILITIES CO-ORDINATOR	8	10	100.00		0.00	10
SLATER	craft	10	100.00		0.00	10

DUNDEE CITY COUNCIL'S REPORT ON PROGRESS MADE TOWARDS ACHIEVING EQUALITY OUTCOMES APRIL 2015

To measure and monitor Dundee City Council's progress toward meeting the equality outcomes and to further the mainstreaming of equality, departmental leads are required to record quarterly updates on their progress using the City Council's Strategic Monitoring database. This database keeps track of progress on all the projects and actions contained in the Single Outcome Agreement, Council Plan, Departmental Service Plans, Equality Outcomes and other Key Strategic Documents agreed by Dundee City Council and the Dundee Partnership.

The equality outcomes are based upon the 12 SOA Dundee Outcomes. Each outcome is matched by one or more Equality Outcome.

DUNDEE EQUALITY OUTCOME 1: Dundee will be an internationally recognised city at the heart of a vibrant region with more and better employment opportunities for our people. Dundee will have more of its young people with protected characteristics moving into employment, education, and training.

Protected characteristics: Young unemployed including young people from Black and Ethnic Minority (BME) backgrounds, Adult learners, Young people with a disability and or sensory impairment and Care leavers.

This outcome falls into 5 broad areas: Community learning & development, Adult learning, Modern apprenticeships & Pathways to employment and Young people in care

1. **Community learning & development (CLD)**: **Increase the number of young people in employability programme run by CLD**. Communities Division reported that in 2013/14 some 287 young people were involved in the employability programme and that in the period up to June 2014 and 63 young people from the programme moved into paid employment. In addition grant aid funding was provided to the Yusef Youth Initiative to develop a volunteering programme aimed at young BME people.

   Dundee City Council's Human Resource Division participated in an employability speed-mentoring workshop event by Amina, the Muslim Women's Resource Centre in March 2015. Speed- mentoring is a fun and interactive way for participants to gain experience, skills and knowledge from a professional, employer or existing employee. The event supported Muslim and/or minority ethnic women troubleshoot any careers issues or barriers they face and to get professional advice, including hints, suggestions and techniques were shared in order to boost the confidence and determination of these women who statistically are one of the most disadvantaged groups in society.

2. **Adult Learning: Increase the number of participants in Adult Learning progressing into volunteering, further education or work.** In 2013-2014 63 adult learners moved into employment including 24 adults from IT4Work programme while a further 128 adults moved into volunteering and further learning opportunities.

3. **Modern Apprenticeships and Pathways to Employment:** In 2013-14, Dundee City Council recruited 14 female & 59 male apprentices. In addition to mainstream apprentice routes the Environment Departments is active in supporting employability through its involvement with local and national initiatives such as Dundee's Pathways to Employment and the Get Ready for Work Programme. Apprentice equality data is included within the Annual Employee Information reports above.

   The Environment Department reported the development of a partnership agreement with Dovetail Enterprises, a local social enterprise, has been established to support procurement opportunities that will help secure sustainable and worthwhile employment for people with physical and sensory impairments.

4 **Young people in care: Increase the number of young people accessing employment, education and training opportunities** Dundee City Council's Social Wok Department reported that in June 2013, 40.5% of care leavers were in training, education or employment. By January 2015 this figure had risen to 48.3% of care leavers in education, training or employment.

DUNDEE OUTCOME 2: Our people will be better educated and skilled within a city renowned for learning, research, innovation and culture.

Protected characteristics: Adults from BME communities, Adults with Learning disabilities, Adults who are Deaf or hard of hearing and People with Dementia

This outcome falls into 5 broad areas: Culture, Literacy & numeracy, Improved access for people who are Deaf or hard of hearing, In college supports and Dementia care

1. **Culture: Increase the number of cultural events held within community centres.** Communities Division reported a wide diversity of events are available through the calendar year including the city wide Women's Festival and support for the Dudhope Centre. There have been programme developments through the RNSO and Dundee Rep plus a pleather of seasonal event covering Burns nights, Easter, Volunteers Week, Halloween, St. Andrew's, and Christmas celebrations. New Centre Management System records number of events and participation levels.

   Improvements in community awareness of Equality and Diversity Grants available from Dundee City Council and a simpler on-line application process has led to increased demand for funding of community led cultural events and activities from a more diverse range of organisations across the city in 2013-14. For example £1,000 grant to support Muslim women experience outdoors activities such as mountain biking, canoeing, kayaking and walking and a £800 grant to celebrate the achievements of BME women who attend the Dundee International Women's Centre.

2. **Literacy & numeracy: Increase the number of speakers of other languages accessing English for Speakers of Other Languages (ESOL) classes.** In 2013/14, 609 learners from Black and Minority Ethnic backgrounds participated in English Speakers of Other Languages (ESOL) classes while the 2011 Census identified that some 2421 people in the City recorded that they 'do not speak English well or at all'.

   The Communities Division undertook a trial exercise to match its current service monitoring data for ESOL users and the 2011 census data to identify who currently uses and those who could potentially benefit from this service. The resulting detailed locality maps gave a clear and accurate picture of the areas of potential demand and illustrated that in some areas of the city there has been little take up of ESOL services. This data will be used to better target the promotion of ESOL services and influence service planning.

3. **Deaf & hard of hearing: Improve access to services for the deaf/ hard of hearing community through development of literacy support and British Sign Language identification card.** At the request of Deaf and British Sign Language user groups in the city and in partnership with Deaf Action, Dundee City Council funded a Deaf Awareness Card. The card can be presented to council/police/NHS and other agencies informing them of the need to request a BSL signer. A survey on users' experience of using the card will be undertaken with Deaf Action by April 2016.

   In March 2014 Dundee City Council's Customer Services undertook a re-launched of its Text Service for people who use British Sign Language or who are Hard of Hearing at a meeting of the Tayside Deaf Hub. The re-launch aimed to promote the service directly to the Deaf community in response to a very poor take up of the service in the proceeding 2 years.

   In March 2015, Dundee City Council's Corporate Management Team agreed in principle and subject to committee approval, the recommendations in the BSL & HARD OF HEARING REPORT. The report agrees the funding of a two year pilot programme to provide an on-line interpreting service and install dedicated BSL on- line access points at key council locations. In addition that Deaf awareness training is provided to all council reception staff and visual displays in all reception areas are enabled to provide 'text' information on services. To support people who use hearing aids a planned program to install fixed hearing loop induction systems in council reception areas and public and staff meeting rooms is developed and corporate and departmental web based information include BSL signage. The above recommendations are to be taken forward with the direct engagement of the Deaf and Hard of Hearing communities.

4   **In college supports: Increase the number of young people with additional support needs who access further education.** The reporting on the number of young people with additional literacy & numeracy support needs that access further education has been delayed as responsibility for this action is transferring to Integrated Children's Services. The Integrated Children's Services Manager will consider how best to gather information through the secondary, post 16 and Disabilities and Complex needs Strategic Planning Group.

Develop and expand in college support services: The In college support service has grown annually. Support is provided to students (with a learning disability/autism/disability) attending Dundee & Angus College through contract with Gowrie Care. The number of hours taken up varies depending on students' needs and type and length of courses e.g. in Dec 2014 Gowrie Care supported 74 students with a total of over 1,000 hours per week. (23 students who resided in Dundee City and others whose campus was Dundee Based but whose service cost were met by other Councils). The number of students supported each week varies as the nature and number of courses varies related to term times etc. Some students may only need 1 hr support per week (e.g. maybe only attend half day per week) and others need considerably more, a small number of students receiving 30 hrs per week care. (NB the care may include help to travel and assistance of 2 staff for support for transferring in/out of chair etc.). Some students attend 6 or 8 week courses others attend for a year or a term. Students can apply for a range of mainstream courses from National 4 level to HND as well as Supported Education including Life skills Courses and school link curses

5   **Dementia care: Care staff to undertake Best Practice in Dementia Facilitators Training at Stirling University.** Approximately 100 care staff across all care homes completed Best Practice in Dementia training delivered by Stirling University. The improved knowledge of staff should be reflected in the published Care Inspectorate grades of the Care Homes.

DUNDEE OUTCOME 3: Our children will be safe, healthy, achieving, nurtured, active, respected, responsible and included

Protected characteristics: Young people with mental health issues and Young People at risk

This outcome falls into 7 broad areas: Psychological support, Risk taking, Health & Wellbeing, Developmental activities, National Entitlement card, Youth council and Youth Work Programmes.

1. **Psychology services: Increase level of specialist interventions from Educational Psychology services to residential units in order to increase capacity of staff to support educational outcomes.** Educational Psychologists are now attached to all the residential houses and meet with staff on a regular basis. Staff liaise with the educational psychologists around issues arising with the children and who provide training with staff on strategies to use with the children who have particular difficulties.

2. **Risk taking behaviour: Develop a sustainable peer education programme model across the city to address young peoples risk taking behaviour i.e. substance misuse and under age sex.** A sustainable peer education programme 'Healthy Transitions' http://www.thecorner.co.uk/16_Peer-ledServices now operates in each Secondary School in Dundee supported by Community Learning and Development.

3. **Health and wellbeing**: **Increase the number of young people accessing health and wellbeing information and services through the Youth Work Programme**. In 2012/13 some 416 young people from BME communities were engaged in youth work programme in the city and information on health and wellbeing programmes is available to all participants. In the same period 4,125 young people accessed information through our community based teams and a further 26,042 contacts were made with young people through 'The Corner's' health, information and peer led services for young people. It is hoped to sustain or improve the level of engagement with young people from BME communities.

4. **Developmental activities: Undertake audit and further develop children's work provision within Community Centres.** CDMS will be operational beginning April 2015. Children's Work Strategy completed and programmes developing across seven locations.

5. **National Entitlement Card: Enable integration of services for young people by delivering the National Entitlement Card for Access to services across the community.** National Entitlement Card

application process now mainstreamed and available for all primary and secondary school pupils in Dundee as well as for the entire population of the City post primary age. Advice and support provided to all services who wish to integrate their service delivery with the National Entitlement Card.

6. **Youth council: Young people engaged and influencing national developments in community planning and representative structures.** In 2013/14, 505 young people from across the city were engaged in influencing local and national developments through the Dundee Youth Council, http://www.dundeeyc.org/ and other representative bodies.

   Community Learning and Development are currently working closely with the Yusef Youth Initiative to seek BME young people representation on the Youth Council and to develop opportunities for integration.

7. **Youth work programmes: Establish a baseline and set targets for the number of young people with protected characteristics who are accessing support from Youth Work programmes**. 2012-13 416 young people from BME communities were engaged with youth work programmes.

   DUNDEE OUTCOME 4: People in Dundee will have improved physical and mental wellbeing and will experience fewer health inequalities

   Protected characteristics: Disability (Mental health), Older People and People with Dementia.

   This outcome falls into 4 broad areas: Health improvement, Active lifestyles, Mental Health, Older people, Dementia home care.

1. **Health improvement: People in community regeneration areas have improved health.** Census Data has now been integrated into the existing Community Profiles for each multi-member Ward in May 2014. The updated Census Profiles for each Ward will enable work to be more effectively targeted to reduce Health Inequalities. Briefings have been given to all 8 Local Community Planning Partnerships during the August and November cycle of meetings in 2014.

2. **Mental health and well being: Increase the number of sessions targeting mental health and well being with community centres.** There has been an increase the number of sessions targeting mental health and well being with community centres to 1,882 providing increased opportunities for participation.

3. **People with Dementia: Develop and implement a joint 10 year Commissioning Strategy for Older People and People with Dementia.** Planning events held to develop outcomes for the new local Joint Dementia Strategy. Engagement and consultation process commenced to obtain service users/carers views. Needs assessment will be completed.

4. **Agree a model of Care Home Support which meets the needs of people with Dementia.** Strategic and Commissioning Statement being developed for people with Dementia. Work progressing in this area. New model of early intervention developed with Alzheimer's Scotland and this organisation is also taking forward a model of social care support.

   DUNDEE OUTCOME 5: People in Dundee are able to live independently and access support when they need it:

   Protected characteristics: People with disabilities and Frail elderly.

   This outcome falls into 3 broad reporting areas: Transport, Home care and Community supports.

1. **Demand Responsive Transport: Introduce Demand Responsive Travel and ensuring appropriate Public Transport Network will allow older people to access treatment and support from wherever they live in Dundee.** The current focus of activity in this area is on the continued operation of the Taxicard Scheme to ensure continued accessible transport for social inclusion. The local bus network provides the majority of the transport options for residents of Dundee, however community based options such as Community Cars and Community Transport Public Social Partnerships are emerging as options.

2. **Homecare support: Dundee's older people and people with disabilities will have access to appropriate supports to enable them to live independently.** 1,396 people received an enablement

service during 2013/14. Enablement provides support and rehabilitates people in their own homes, with escalating social care needs and the service usually follows a hospital admission. Of the 1,396 people who received an enablement service, 63% required a reduced homecare package or no homecare package following enablement. This is an improvement on previous years.

3. **Older people: Older people and other adults receive care, treatment and support in community settings as opposed to long term care settings.** Change Fund developments progressing. Model of early intervention developed jointly with Dundee CHP/NHS Tayside has ensured more older people are identified at an early stage and health and social care interventions accessed to treat and care for at home rather than in a hospital setting. Housing with Care availability is increasing. Accommodation requirements for Adults mapped out and work progressing with Housing Department and Housing Associations to scope out potential accommodation.

EQUALITY OUTCOME 6: Dundee's people with protected characteristics will feel safe.

Protected characteristics: People who victims of Hate crimes, incidents due to their perceived disability, religion or belief, race, sexual orientation or transgender status.

This outcome falls into 3 broad reporting areas: Safer City Centre, Community Wardens and Tackling Hate Crime.

1. **Safer City Centre: Deliver a safer city centre initiative to create a city where our communities will be safe and feel safe, and to discourage anti-social behaviour**. Working with Police Scotland, more intelligence on pubwatch online will be included so in turn, the premises will feed back more intelligence to Police. It is also hoped to try and build on pubwatch outwith the city centre.

2. **Community Wardens: Increased levels of satisfaction with service from Community Safety Wardens:** It has become apparent that there is no practical way to measure this outcome. Community Safety Wardens do not have resources to gather this equality data and there is no prospect evidencing a meaningful outcome. It has therefore it has been reluctantly decided to not progress this outcome.

3. **Tackling Hate Crime:** The Hate Crime Multi Agency Partnership (HIMAP), http://www.dundeecity.gov.uk/reports/reports/522-2011.pdf continues to meet regularly. Current work includes tackling the under-reporting of hate crime by disability groups and the roll out of third party reporting to sites to encourage different ways to report crime. HIMAP is also endorsing the Stonewall campaign NOBYSTANDERS to show support and commitment towards LGBT communities.

In February 2015 Dundee City Council Management Team approved in principle the adoption of a Hate Incident/Hate Crime reporting policy to ensure that the City Council fulfils its statutory and moral duty to support citizens and council staff recognise and report hate incidents. The report will now go to Council Committee for approval in June 2015.

EQUALITY OUTCOME 7: Dundee will be a fair and inclusive city:

People with protected characteristics

This outcome falls into 3 broad reporting areas: Discretionary benefits, Welfare budget and Community grants.

1. **Discretionary Housing Benefit Payments & Scottish Welfare Fund Budget:** Applications are being processed as quickly as possible and in accordance with guidelines and individual circumstances. It will not be possible to confirm the percentage spend until after the end of the financial year.

2. **Community grants: Increase the number of voluntary sector projects accessing community grants.** In 2012- 2013, 110 community groups were awarded Dundee Partnership community regeneration funds. In the six month period between 1st April 2014 and 30th September 2014, 89 community groups were successful in their grant applications.

EQUALITY OUTCOME 8: Our People will live in strong, popular and attractive communities

Protected characteristics: Race / Disabilities.

This outcome falls into 2 broad reporting areas: Racist graffiti and Accessibility.

1. **Racist and offensive graffiti cleaned within the 24hrs of its reporting:** The Environment Department reports that racist graffiti is removed at the earliest opportunity. Anecdotal reports suggest that incidents of racist graffiti in the city are rare.

2. **Dundee's communities will have physical environments which are accessible to those with physical disabilities**: The Asset Management Plan continues to inform works locations. The budget associated with Access works has been transferred over into City Development.

   A disabled Access budget of £50,000 per year has been transferred to City Development who have requested all known building related disabled access needs are suitably prioritised and included within the department's property portfolio.

3 **Dundee's communities will have physical environments which are accessible to those with physical disabilities. - Increase the number of individuals and/or groups involved in the planning, delivery and evaluating of festivals and other community events.** Census data is now available and profiles have been created for each Ward that will assist in more effective targeting of people with protected characteristics.

   Dundee City Council continues to fund DisabledGo to employ people with a disability to undertake access assessments of public venues across the city. http://www.disabledgo.com/organisations/dundee-city-council/main-2

EQUALITY OUTCOME 9: Our communities will have high quality and accessible local services and facilities:
Protected characteristics: People with disabilities and Frail elderly.

This outcome falls into 4 broad reporting areas: Responsive & accessible travel, Community engagement in travel issues, Community asset transfer and Local Community Engagement Plans.

1 **Dundee's travel network will be responsive to the needs of those with limited mobility.** The current focus of activity in this area is on continuing Taxicard Scheme to ensure continued provision of accessible transport for social inclusion purposes.

2 **Engage and react to community needs through participation of Local Community Planning Partnerships (LCPPs):** Dundee Transport Forum was established in September 2014 to develop regular engagement between officers from Dundee City Council, NHS Tayside and TACTRAN (Tactran is one of seven statutory Regional Transport Partnerships) and user groups and third sector organisations in the city.

3 **Develop a strategy to build community capacity within community groups to enable the transfer of appropriate land and assets to the community:** Dundee City Council Community Asset Transfer Strategy can be viewed at http://www.dundeecity.gov.uk/sites/default/files/publications/catstrategy.pdf The department continues to work with community groups who are identifying potential funding sources, a number of these will require the groups to lease the ground from the council.

4 **Community asset transfer: Support and increase the activity of community groups involved in the management and maintenance of open spaces.** The Department is working with groups across the city to improve the management and maintenance of open spaces. 11,556 people attended 46 community engagement events between 1st April 2014 and 30th September 2014:

EQUALITY OUTCOME 10: Our people will live in a low carbon, sustainable city

Protected characteristics: All protected characteristics.

1. **People with protected characteristics are aware of, and actively involved in, the development of a low carbon, sustainable city:** Following elected member approval of changes to waste & recycling services, a targeted schedule of awareness activities is ongoing across the city to promote the Zero Waste message and provide support for householders in utilising their new services. This will be supported by an enhanced education strategy for schools which focuses on the Zero Waste message and encourages behaviour change both in the classroom and at home. The Environment Department is actively promoting awareness of the changes to community groups to contact them if their members want more information and this being made available in 5 community languages and in large print.

   EQUALITY OUTCOME 11: Our customers will get the services they need in an efficient and customer focused manner. Dundee City Council will increase its understanding of the needs of it s service users with protected characteristics to improve its service delivery

   Protected characteristics: All protected characteristics.

   This outcome falls into 7 broad reporting areas: Service monitoring, Equality impact assessments, Training, Housing, Citizen satisfaction.

1 **Service Monitoring: Equality Service Monitoring across the Council is developed utilising improved IT systems:** In December 2013 a request was placed with IT to collate equality data currently held in council data bases. In December 2014 a presentation was given to council officers on the equality data available from across all council data sources, the 2011 census and LCPP census profiles. Over the coming months participants will be asked to feedback on how they will use this data to inform practice and a report will be compiled on data use, gaps in knowledge and recommendations on how to bridge any gaps.

   Dundee City Council's Equality and Diversity Co-ordinator has been tasked with promoting the use of equality data to improve service planning and deliver across all council departments.

2 **Equality impact assessments : Improvements are made to the quality and robustness of the Council s Equality impact assessments to ensure that any policy for practice gives due regard to the Equality Duty:** A new on-line single assessment tool has been developed and agreed by the Council Management Team in May 2014. The new tool aims to support planners in recording that due consideration to equality & diversity, fairness and poverty, environment and corporate risk has been given to policy and practice. The tool is currently being finalised before testing and training in using the new tool will be rolled out in first quarter 2015.

3 **Training: Equality Training is further developed so all staff are aware of the Council s Equality Duty and good equality practice:** An equality training menu has been developed and it had been agreed that Equality training will be made mandatory. A new half day equality awareness training/briefing session has been developed for manual workers in the Environment Dept. The short programme has been designed with the direct input from departmental service team leaders and is aimed at providing practical guidance on equality good practice that can be delivered at existing team briefing sessions. The draft programme is now being made available for other council staff teams.

4 **Housing: We will gather information on the ethnic origin of all applicants to ensure equal opportunities of access to social housing:** Lets to Ethnic Minority Applicants as % of Total Lets from 1 October 2014 to 31 December 2014 has increased to 5.6% Ethnic Minority Applicants on Waiting List as % of Total at snapshot 31 December 2014 has decreased to 3.0%. The percentage on the waiting list will have reduced slightly due to number of lets (5.65% of total lets) to BME groups in this period.

5 **Council housing allocation will reflect the diverse population of the City:** Lets to Ethnic Minority Applicants as % of Total Lets from 1 April 2014 to 30 September 2014 is 2.3% Ethnic Minority Applicants on Waiting List as % of Total at snapshot 30 September 2014 is 3.1%.

6. **Citizen satisfaction: People with protected characteristics will be equally satisfied that services take account of their specific requirements:** In December 2013 it was recognised that the contract to undertake Dundee City Council's Annual Citizens Survey was due for renewal in April 2014. The procurement process provided an opportunity to amend the survey to expand the gathering and reporting on equality characteristics of those responding to the survey. The results of the Citizens survey are now available https://www.dundeecity.gov.uk/publication/annual-consumer-survey-2013 and will inform the corporate approach to improving equality service monitoring and planning.

7 **Council customers will be satisfied with their experience in using council services and contacting the council by phone, text, and internet and within council offices:** At the request of Deaf and British Sign Language user groups in the city and in partnership with Deaf Action, Dundee City Council funded a Deaf Awareness Card. The card can be presented to Council/Police/NHS and other agencies informing them of the need to request a BSL signer. A survey on users' experience of using the card will be undertaken with Deaf Action by April 2016. In March 2014 Dundee City Council's Customer Services undertook a re-launched of its Text Service for people who use British Sign Language or who are Hard of Hearing at a meeting of the Tayside Deaf Hub. The re-launch aimed to promote the service directly to the Deaf community in response to a very poor take up of the service in the proceeding 2 years.

In March 2015 Dundee City Council's Corporate Management Team approved the recommendations in its BSL and HARD OF HEARING REPORT to establish a dedicated BSL interpretation budget, invite BSL interpreting service providers to bid for a contract to provide an on-line interpreting service and install dedicated BSL on- line access points at key council locations. Ensure that Deaf awareness training is provided to all council reception staff and enable visual displays in all reception areas to provide 'text' information on services. To undertake a programme to install fixed hearing loop induction systems in council reception areas and meeting rooms and that corporate and departmental web based information include BSL signage. The above recommendations are to be taken forward with the direct engagement of the Deaf and Hard of Hearing communities.

EQUALITY OUTCOME 12: Our organisation values and respects its employees so involves all equally in improving our services:

Protected characteristics: Gender.

1. **Gender balance in senior management: Take steps to tackle identified gender imbalance within Dundee City Council:** A Workforce Strategy is currently being worked on which will reinforce the council's commitment to equal opportunities in employment. In addition a number of measures have been put in place which aim to tackle gender imbalance and, in particular, issues identified by the working group including - the extension of the Flexible Working to all Chief Officers; the implementation of recommendations of a Senior Officer Stress Audit in relation to sending a clear message to employees that they are not required to respond to emails sent after normal working hours; Adaptive Leadership course being offered which includes the option of receiving one to one coaching.

EQUALITY OUTCOME 13: Dundee City Council will increase its understanding of the needs of its service users with protected characteristics to improve its service delivery:

1. In February 2015 Dundee City Council's Council Management Team approved a report by the Equality & Diversity co-ordinator on the findings of an 18month study into equality data held across all council departments and how better use can be made of existing equality data to inform policy design and practice. The study concluded that a corporate equalities service monitoring system can be developed utilising existing data systems leading to:

• Improved service monitoring and data matching will support the Council in meeting its Equality Duty.
• Improved data matching will reduce staff and customer time and duplication of effort as individual data will only need to be gathered once.
• Improved access to equality data will better inform service planning and delivery.
• Better targeting of scares council resources by utilising evidence based approach.

2. On the 31st of March 2015, Dundee City Council's Management Team approved a review of learning and workforce development report found that: 'Equalities needs to be more explicit in Learning and

Development plans and should underpin all learning processes and activities. There should also be a more joined up approach with the work of the Council's Equalities Officer.'

The report made the following recommendations:

• Equalities training and development – varying depending on roles is mandatory for all staff;
• All training and learning opportunities are equalities based where possible;
• Access to appropriate training and development is available to all employees.

Education Mainstreaming Equality Report

REPORT TO: EDUCATION COMMITTEE - 27 APRIL 2015

REPORT ON: EQUALITY OUTCOMES 2013-2017

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 138-2015

1.0 PURPOSE OF REPORT

1.1 This report informs the Committee of progress made towards the Equality Outcomes set by the Education Department for the period 2013-2017. The Education Department are required by law to prepare Equality Outcomes. The Education Equality Outcomes form part of the corporate Mainstreaming Equality Progress Report 2013-15.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Committee:

(i) notes the Education Department's Equality Outcomes; and
(ii) approves the progress made towards implementation of the Equality Outcomes.

3.0 FINANCIAL IMPLICATIONS

3.1 There are no financial implications. All outcomes can be met from within existing budget allocation.

4.0 MAIN TEXT

4.1 The Equality Act (Specific Duties) Scotland Regulations required public authorities by no later than 30 April 2013, to publish a set of equality outcomes which it considered would enable the authority to better perform the general equality duty and report progress toward meeting its Equality Outcomes. Equality Outcomes are the changes that result for individuals, communities, organisations or society as a consequence of the action you have taken that will further one or more of the following needs: eliminate discrimination, advance equality of opportunity and foster good relations. Outcomes may describe immediate benefits such as changes in awareness, knowledge, skills and attitudes or longer-term benefits such as changes in behaviours, decision-making, or social and environmental conditions.

4.2 The public sector duty requires public authorities, including schools, to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity; and
- foster good relations.

The duties require public bodies to take steps not just to eliminate unlawful discrimination and harassment, but also actively to promote equality.

4.3 The purpose of the equality duties is not to be process driven and bureaucratic but rather to offer an outcome-based method of ensuring that schools are best meeting the needs of all their pupils. The Equality Outcomes set out three outcomes to be progressed. Under each outcome the Education Department has tasks to support the implementation of the outcome.

5.0 POLICY IMPLICATIONS

5.1 This Report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management.

5.2 An Equality Impact Assessment of the Mainstreaming Equality Report 166-2013 was published in April 2013, there are no major issues or changes in this progress report. The Equality Outcomes will have a positive impact on the lives of some of the most vulnerable children and young people in Dundee and will support staff and families to promote inclusive communities.

6.0 CONSULTATIONS

6.1 The Chief Executive, Director of Corporate Services, Head of Democratic and Legal Services and Head Teachers have been consulted in the compilation of this report.

7.0 BACKGROUND PAPERS

7.1 None.

MICHAEL WOOD
DIRECTOR OF EDUCATION

MARCH 2015

Equality Outcomes 2013-17

Education Department, Dundee City Council

Introduction

Our schools, from early years to secondary schools, are diverse communities where children, young people, staff and parents interact and work in partnership to improve the outcomes for all.

The Education Department provides a service for a pupil population of 17,414 (September 2014 Census) in 35 primary schools, 9 secondary schools and 1 special school.   In February 2015 approximately 2970 children aged between 3 and 5 years received services in 27 local authority and 22 private provider nursery settings.

There are currently 178 young people with profound and complex additional support needs in Kingspark Special School. Of this number 14 have English as an additional language.

The annual census, taken in September of each year, shows that in 2014 over 2,000 pupils attending Dundee schools were from declared ethnic minority backgrounds, including Gypsy and other Travellers. This equates to approximately 12% of the school population within the city. The census shows that over 2500 children and young people have additional support needs, of which 760 are assessed as disabled. This data is treated with some caution as it is affected by a number of factors including: consistency in recording; moderation of additional support needs; and the current transition between electronic databases.
.
Accessibility Strategy/duties

The department's Equality Outcomes are achieved in part through implementation of its Accessibility Strategy, which was published in 2013 and received recognition in the Scottish Government's report (September 2014). The Accessibility Strategy sets out how the Department will:

• improve access to education in mainstream schooling for present and prospective pupils with disabilities
• improve visitor access to school buildings
• improve communication and consultation with, and involvement of, people with disabilities in the planning process
• assist with the Education Department's obligation in meeting its general and specific duties under the Public Sector Duty of the Equality Act 2010

Working in Partnership

Partnership working is fundamental to embedding a culture of inclusion for all regardless of disability, gender, race, religion or belief and sexual orientation. Working with parents to support both their involvement and the involvement of their child/ren in the life of the school is essential to building relationships and breaking down barriers. Communicating with families in ways which they can understand and reciprocate is integral to meeting our general duty.

Education staff work in close partnership with staff from other council departments, NHS Tayside and the voluntary sector to support our most vulnerable young people to access as full an education as possible. This partnership can begin from birth, and supports the implementation of the Children and Young People (Scotland) Act 2014.

Children and young people for whom English is an additional language are supported by the Education Department's Bilingual Pupils' Support Service (BPSS). Across the sectors there is a range of approximately 70 different languages spoken. The BPSS currently supports young people in the following languages Arabic, Polish, Romanian, Bulgarian, Mandarin, Cantonese, Latvian, Russian, Urdu, Punjabi, Hindi, Turkish, Kurdish, Malay, Spanish and Portuguese.

Allied Health Professionals (Occupational Therapists, Speech and Language Therapists, Physiotherapists) work closely with education staff to ensure that our establishments are accessible for those young people with communication needs and physical disabilities.

The Outreach (0-18) Support Service promotes inclusion in the home, school and community for children and young people who experience difficulties in their development, providing specialist advice on social communication needs including ASD. The team support parents/carers, staff and other agencies to assess children's strengths and barriers to learning and work collaboratively to develop appropriate strategies and approaches. Examples are modelling appropriate language levels, the use of objects of reference to support change and transitions, photographs and visuals to support communication and understanding. They routinely support schools in their implementation of the department's Visuals Policy, including the use of Boardmaker Studio to ensure a consistent approach across all settings. Based on Outreach support some nursery staff are now engaged in developing a small sensory room, a primary staff team is developing an individual work station in a busy classroom environment and the confidence of a secondary pupil with anxiety issues has grown to such a degree that she can now attend art and language groups in the community.

Equality Outcomes in Education: update on progress

The Equality Outcomes which were agreed in 2013 form the basis of planning for the Equalities and Accessibility IPAA group. The update for each Equality Outcome, and the associated tasks follow.

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

1.1 Ensure there are appropriate reporting procedures with regard to reporting incidents which are perceived to be motivated by a protected characteristic

From August 2013, all schools have recorded reported incidents on the Bullying Incident Report Form, as part of the Anti Bullying Guidelines. These are monitored through the annual review meetings with schools. Manual reporting and analysis at school level enables immediate responses to individual cases or themes within schools. Collation from individual school records indicates that there has been a reduction in recorded incidents from 2013/14 to 14/15. However an authority-wide analysis will be significantly improved with the full introduction in August 2015 of the Bullying Equalities module on the Seemis (management information system) which facilitates recording, analysis and reporting of incidents at school, sector and authority levels.

1.2 Develop policy and practice which supports the development of friendships and support structures for young people.

The key developments in practice which contribute to support structures for children and young people, enabling friendships include: 'How Nurturing Is Our School' (HNIOS); and Restorative Approaches. Co-operative Learning and PALS (Positive Attitude to Life Skills) are city-wide approaches to learning which promote resilience and positive relationships between pupils. All secondary schools have support structures in place for young people which range from the role of the Guidance teacher and PSE lessons, to bases in schools where young people can be supported in their relationships with peers and adults at different points in the school day.

The department's report on the '*Review of Targeted Support for Pupils with Social, Emotional and Behavioural Needs (SEBN)*' highlighted a number of targeted provisions which are in place across the city for young people.
HNIOS is a self-evaluation framework which supports schools to identify experiences and outcomes which promote nurture and wellbeing for all pupils including those who are most vulnerable. It is being led and evaluated by Dundee Educational Psychology Service in consultation with the GIRFEC Implementation Group and aims to reduce exclusions and promote inclusion across the city. Schools which adopt nurturing approaches are characterised by:

• Every learner feeling a sense of belonging to the community of their school and class
• The classroom environment meeting the identified social and emotional development needs of all
• learners
• Emotional literacy being a key part of the Health and Wellbeing curriculum and also evident
• across the whole school

Whole school nurturing approaches will be included in all school improvement plans for 2015-18.

Restorative approaches are defined as restoring good relationships when there has been conflict or harm, and developing school ethos, policies and procedures to reduce the possibility of such conflict and harm arising. The underpinning principles of restorative approaches emphasise the importance of:

• Fostering positive social relationships in a school community of mutual engagement
• Taking responsibility and accountability for one's own actions and their impact on others
• Empathy with the feelings of others affected by one's own actions
• Commitment to an equitable process and active involvement of everyone in school with decisions about their own lives

Both Nurturing and Restorative approaches are central to the department's forthcoming 'Relationships and Behaviour Strategy'.

1.3 Raise awareness of the specific needs of pupils in our education establishments who have a protected characteristic.
An annual e-learning module is shared with all Education staff in August with reflective questions and prompts/examples of good practice to refer to. This is based on indicators from Education Scotland. Awareness of the needs of children and young people with a disability is raised regularly through different strategic and planning networks with schools and partners, such as the Supporting Learners Management Groups. These groups meet termly to monitor and plan for meeting diverse learning needs in their local community. Awareness of the specific needs of children and young people with a hearing or visual impairment is raised through the termly newsletter which the Multisensory Support Service (MSS) distributes, along with their guidance to schools. The MSS peripatetic team designed a series of twilight sessions, providing information about deafness and its implications, aimed at primary teachers of children with significant permanent hearing loss. These meetings also offered the opportunity for networking between mainstream colleagues who were facing similar challenges in delivering the curriculum. Similarly, the Bilingual Pupils Support Service provide training and share guidance with education and council teams and on request signposts staff to local community groups which are more specific to faith and religion. They have designed an e-learning module which is available for all council staff.

Awareness of LGBT is raised through PSE programmes for all secondary age pupils. An LGBT twilight staff development programme is being planned in consultation with Perth & Kinross. Consultation with young people has taken place through regular links with LBGT Youth. This is an area which requires further development.

2. **Children and young people will experience equality of opportunity when accessing education**

2.1 Ensure both the Literacy and the Numeracy Strategies reflect the different learning needs of boys and girls, those with a learning disability and those with English as an additional language.

The Literacy Strategy has introduced an evidence-based active approach which is having a positive impact on boys' engagement. The content of reading materials reflect boys' interests and the structure/pace of lessons ensures that activities and learning take place in short blocks of time with immediate feedback on how learners are doing. While this approach works for all learners, research indicates that boys respond better to such approaches. Evaluation of Read Write Inc for P1 pupils is showing improvements in literacy skills for all pupils. The gender difference shows however that boys continue to do less well than girls, as reflected in national data.

The ABLe framework (www.ableschools.org.uk) is used by all schools to identify and address any specific barriers to learning which may be related to protected characteristics, in particular disability. An ABLe school is one that continually adapts what is available universally to meet the needs of the greatest range of pupils in the school. ABLe includes research and strategies which address gender-related factors in numeracy, including motivation, mind-set and active approaches which engage boys. This work will also inform the development of the department's numeracy strategy.

The Bilingual Pupils Support Service works closely with schools to enable access to literacy for bilingual pupils through translation as well as alternative pathways to national qualifications for older pupils. Being literate in a pupil's first language is promoted as a recognised attainment wherever possible. All Bilingual pupils in Dundee schools are assessed in line with the Scottish Government's 'Stages of English Language

Acquisition' and those who are at the early stages are supported by the Bilingual Pupils' Support Service. A pupil who is at an early stage may not attain good results which does not reflect their cognitive ability and this should be taken into account in an overview of school attainment. Future recommendations to schools ('Learning in 2+ Languages- Learning and Teaching Scotland') and HGIOS Equality and Inclusion Part 4 will raise awareness that these stages be used in conjunction with Tracking and Monitoring Data.

In the Senior Phase (S4 upwards) Bilingual young people at the early stages of English language Acquisition are offered SQA ESOL (English for Speakers of Other Languages) at National 3 to Higher level. These courses focus on English language skills and therefore appropriately support pupils across the curriculum. In schools where there are larger numbers of bilingual pupils, ESOL is an integrated course choice. The BPSS supports these courses across the city.

Bilingual pupils who are literate in their first language are encouraged to take SQA or JCQ exams in their first language. The exams are organised by BPSS in recognition of the diversity of Dundee's young people and results are available annually. In 2014/15 there are entries for Arabic, Dutch, Cantonese, Mandarin, Polish, Portuguese and Urdu at N5, Higher, GCSE and GCE levels. The addition of these exams to the curriculum can aid progression and support a positive destination. Accreditation in these exams can make a difference to University entrance, recruitment into fields such as engineering or business where there are international markets and to the self-esteem of the bilingual young person.

For pupils with visual impairment, technology has helped overcome barriers to accessing Read Write Inc by using the technology such as tablets. This has enabled pupils to access print and graphics in their own preferred font, size, colour and viewing position. The next word or page can be read with a swipe of the finger. Multisensory Support Staff (MSS) staff have worked, in collaboration with the Staff Tutor for Literacy and the publishers, to produce high quality adapted resources appropriate to the needs of individual pupils across the city, allowing them to be fully included in class work.

Positive destinations for pupils who have a sensory impairment have been attained through a range of assessment arrangements and support from the MSS. A secondary age pupil who is profoundly deaf and bilingual had Latvian sign language as his first language. He could write in Latvian with a little understanding of written English. In order to access the curriculum he was taught British Sign Language by MSS staff and his written English was developed. Through the use of appropriate assessment arrangements and the pupil's own efforts, he passed Higher and Advanced Higher Art and Graphic Communication. He was accepted by Dundee University and is now studying architecture.

Staff in MSS regularly work with colleagues in BPSS to support communication with pupils and their families, both in nursery/school and at home. Polish Language Assistants have arranged and then attended home visits with MSS staff, passed on information from phone calls and text messages and helped facilitate a family embracing the opportunity to attend a specialist family information weekend run by the National Deaf Children's Society.

Secondary aged deaf pupils have a period of Deaf Studies each week, looking at different issues surrounding the deaf community - from learning international sign language to raising awareness with a local bus company of the difficulties of deaf passengers.

Peripatetic teachers of Visual Impairment (VI) are working with mainstream colleagues in nursery to develop the use of Canaan Barrie on body signing for deaf blind young children with complex needs. They provide training, support materials (annotated diagrams) and ongoing encouragement during their regular visits to the children.

2.2 Ensure that guidance on activities outside the school environs provides advice in regard of assessing risk, to facilitate inclusion of all young people.

Updated guidance 'Planning for Inclusion: Trips and Activities' was issued to schools in August 2013. As part of the 3-18 curriculum pupils access a wide range of trips and activities outwith the school environment. To ensure that all pupils are included, additional planning is required for some young people. Pupils may have additional support needs of a physical, emotional or social nature which makes their inclusion in a trip or activity more challenging than it is for others. At the initial stage, staff identify:

• those young people within the cohort of the proposed trip/activity who have additional support needs and will require additional planning
• the challenges the trip/activity will pose for the young person (if the young person has a physical disability consideration will need to be given at this stage as to transport, access and appropriate facilities)
• aspects of the trip which will require consideration with regard to specific measures or reasonable adjustment

This guidance was used by a local primary school in 2014 in order to ensure a residential trip for all of their primary 7 pupils. The school staff identified the following areas as key to the success of the trip:
1.   Pre visits to the site of the trip were essential to assess the centre's accessibility for all pupils
2.   All staff including support staff should be involved – 'different sets of eyes' to provide additional information
3.   Schools to be aware or familiar with the availability of any additional transport requirements
4.   TORTE to create an inventory of all equipment available for any outdoor trips
6.   Residential Centre staff training on awareness of wheelchair users

Further detailed guidance on how to organise such a trip is available from the school who have shared their practice with other establishments.

2.3 Impact assess individual educational establishments policy and practice to ensure that no young person is disadvantaged due to a protected characteristic.

The Quality Improvement Framework for educational establishments identifies key quality indicators which schools plan and report on. SIPs are informed by authority level policies which are equality impact assessed. It is unlikely at this stage that this outcome will be fully achieved for all educational establishments to have every school-based policy EQIAed. Rather, the impact of schools' policies is monitored through school improvement plans and annual reviews which identify key data sets in relation to protected characteristics.

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

The department is in the early stages of using the Insight tool which provides benchmarking in relation to attainment and achievement across Scotland with comparator schools. Next steps in the wider use of the tool will be to apply 'filters' in relation to pupils who are Bilingual and those with Additional Support Needs. Initial feedback suggests that this data will need to be triangulated alongside other data sets for finer analysis.

All educational establishments are required to report on Equalities through the Education department's Quality Improvement framework. School improvement plans monitor and evaluate under the quality indicator 'Equality and Fairness'. In addition Annual Reviews report on protected characteristics which are analysed by the link Education Officer and Head Teacher for any targeted discussion and areas for improvement.
At sector level, the Primary and Secondary Education Management Teams do further analysis for themes which emerge across schools which require a 'closer look'. Some recent themes which have been identified include: building capacity of staff to adapt the learning environment and meet diverse learning needs in partnership with specialist teams such as Outreach, Multisensory and Bilingual Pupils Support Services; continuing to need to address boys' motivation in literacy experiences and activities; the use of ICT in increasing universal assessment arrangements such as digital exam papers.

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

3.1   Continue to celebrate and share good practice from all sectors across the city in regard of creative approaches to engaging with young people and their families.

Information from school annual reviews indicates a range of ways in which they are engaging with families. There are many different ways for parents to provide feedback on the service they receive from our nurseries. These include:

• Parent focus groups developed to provide parents with opportunities to give feedback. For example, at a recent focus group meeting, parents had asked for more 'come and play' days. In response to this request,

parent's events such as 'come and play' days were now being held monthly instead of twice a term. Parents were given feedback from the parents' focus group in the nursery newsletter.

• At Parent's events, parents were asked to record their comments when they attended events such as 'come and play' days. The feedback album recorded and included comments such as, 'Had a good day. Kids have lots of things to do. Very modern nursery.' 'Come and play days are brilliant. Let's me see X (child) in his own little social environment.'

Twitter is a relatively new initiative for one nursery and parents are encouraged to provide feedback on any aspect of nursery practice through the nursery's blog and twitter site. Parents attending the focus group wanted to find out more about blogging and twitter and the nursery had agreed to arrange a day in the coming weeks for parents to come in for a demonstration.

3.2   Offer yearly awareness raising presentations to educational establishments to promote a shared understanding and to encourage inclusion

The e-learning module for all education staff is updated each year in light of new national guidance. Schools are sign-posted to good practice examples on Education Scotland's website. Feedback and analysis of annual reviews indicates that all schools deliver this e-module on the first day of term in August.

3.3   Promote partnership working with partner agencies to increase the opportunities for young people to be included.

Partnership working takes place across a range of strategic groups in the authority and with NHS Tayside. Central to these is the Strategic Planning Group for Complex Additional Support Needs which promotes aims and outcomes aimed at increasing meaningful inclusion. The group consults with parents/carers to identify ways in which its work can be improved. The strong and continuing partnership with Voluntary Sector providers enables young people being included in universal opportunities in the city. For example, Enable have organised work experience opportunities over a 3 year period for young people in transition who have Autism.

Partnership working at Kingspark School includes many opportunities where partners work closely with school staff to facilitate inclusion. Recent work in the Senior Phase with older pupils has identified creative opportunities with Social Enterprise and Skills Development Scotland to develop pathways into the world of work for young people with complex additional support needs.

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 Education Department. As such, education staff benefit from the support of corporate policy and procedures for recruitment, retention, absences management, reasonable adjustment etc.

The Education Department utilises an electronic 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.

Reasonable adjustments for staff are negotiated and implemented, wherever reasonable, to allow the staff member to fulfil their duties to the best of their ability.

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

Consultation and Involvement

Consultation and involvement is not a single event which takes place to inform the development of Equality Outcomes. Consultation and involvement is an on-going process which promotes dialogue and stimulates change. Focus groups, parental/pupil/staff surveys, school reviews, staff professional development and review process are all examples of methodology used on an on-going basis as a means of consulting and involving.

Children and young people with additional support needs and who benefit from individualised planning are supported to participate in the planning for their education. It is crucial that, where appropriate, young people are supported to contribute to discussions around provision, delivery and how things could be better for them. For some children participating in this process involves the use of an augmentative communication aid or perhaps an interpreter or British Sign Language user.

Reporting and Monitoring

The Education Equality Group's purpose is to ensure that the Education Department complies with its duty under equality legislation and a link is maintained with the corporate Equality Steering Group. The Education Equality Group consists of colleagues from across all sectors of education and representatives from a range of educational services. Their role is to monitor and report on the impact of the Equality Outcomes. Impact Assessment is an integral part of the development of any policy, practice or procedure. It is important, however, to monitor the impact of existing policy and practice to ensure that the Department is meeting our duty under the Equality Act. Through monitoring and recording the Group can seek to establish trends and identify development needs.

Summary

In conclusion, good progress is being made on the tasks in relation to children and young people experiencing a sense of inclusion, belonging and participation and equality of opportunity when accessing education. The areas for continuing improvement need to focus on making better use of data sets to know how children/young people with protected characteristics are doing; and our reporting procedures with regard to incidents which are perceived to be motivated by a protected characteristic.

LINKS WITH OTHER PLANS

The context of these Equality Outcomes is shared with other planning frameworks such as:

• Accessibility Strategy 2013-16
• 'Planning improvements for disabled pupils' access to education: Guidance for education authorities, independent and grant-aided schools' Scottish Government, September 2014
• Education Department Service Improvement Plan
• School Improvement Plans
• Integrated Children's Services Plan
• Equality Outcomes for Dundee City Council
• 'Involved and Informed': the Education Department's Consultation and Communication Strategy
• Single Outcome Agreement

Action Plan

Project/ Service Improvement **Develop Equality Outcomes to eliminate discrimination, advance equality and foster good relations.**

Impact/Outcome	Tasks	Responsibilities	Date Due	Resources	Status
• Children and young people will not experience discrimination, harassment or victimisation in our education establishments	Ensure there is appropriate reporting procedures with regard to reporting incidents which are perceived to be motivated by a protected characteristic i.e. disability, race, sexual orientation etc.	Support for Learning Strategic Group	Aug 2013	Electronic reporting capabilities	
	Develop policy and practice which supports the development of friendships and support structures for young people	SMT of education establishments	2013-17	Policy on Positive Relationships	
	Raise awareness of the specific needs of pupils in our education establishments who have a protected characteristic	Education Equality Group	Aug 2013	Produce information for schools on issues related to protected characteristics.	
• Children and young people will experience equality of opportunity when accessing education	Ensure both the Literacy and the Numeracy Strategy reflect the different learning needs of boys and girls, those with a learning disability and those with English not as a first language.	Learning and Teaching Group	Aug 2014	Learning and Teaching Policy, within which sits the Literacy and Numeracy Strategy	
	Ensure that guidance on activities outside the school environs provides advice in	Support for Learning Strategy Group, Health and Safety	June 2013	Revised Trip Guidance	

Impact/Outcome	Tasks	Responsibilities	Date Due	Resources	Status
	regard of assessing risk, to facilitate inclusion of all young people	Officer			
	Impact assess individual educational establishments policy and practice to ensure that no young person is disadvantage due to a protected characteristic	SMT of all educational establishments	2013-17	Impact Assessment Guidance	
	Use of data sets to ensure that young people with protected characteristics are making progress in education	Performance Analysis Group, SMT in education establishments	2013-17		
• Children and young people will experience a sense of inclusion, belonging and participation	Continue to celebrate and share good practice from all sectors across the city in regard of creative approaches to engaging with young people and their families	Education Equality Group	April 2015	Report on progress every two years	
	Offer yearly awareness raising presentations to educational establishment to promote a shared understanding and to encourage inclusion	Education Equality Group	Aug 2013	Annual presentation made available to all establishments at the start of the session.	
	Promote partnership working with partner agencies to increase the opportunities for young people to be included.	Support for Learning Strategic Group, SMT in educational establishments	2013-17	Involve partner agencies at a strategic level	