

Mainstreaming Report, Progress on Equality Outcomes and Equal Pay Report

2015



This document can be made available in other languages, large print, and audio format upon request.

Arabic

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

Cantonese

本文件也可應要求，製作成其他語文或特大字體版本，也可製作成錄音帶。

Gaelic

Tha an sgrìobhainn seo cuideachd ri fhaotainn ann an cànanan eile, clò nas motha agus air teip ma tha sibh ga iarraidh.

Hindi

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

Mandarin

本文件也可应要求，制作成其它语文或特大字体版本，也可制作成录音带。

Polish

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

Punjabi

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

Urdu

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



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1. Introduction

Inverclyde Council believes in, and is committed to, the principle of equality of opportunity. The Council recognises its responsibilities as a community leader, service provider and employer to encourage the fair treatment of all individuals and to tackle social exclusion. It also recognises the benefits this brings to the community, the Council and its employees.

The vision for the Inverclyde area is 'Getting it Right for Every Child, Citizen and Community'. This means that the Council and its partners will work in partnership to create a confident, inclusive Inverclyde with safe and sustainable, healthy, nurtured communities, and a thriving, prosperous economy, with active citizens who are resilient, respected and responsible and able to make a positive contribution to the area. The eight local outcomes, which the Council has adopted as its core strategic outcomes are:

1. Inverclyde's population is stable with a good balance of socio-economic groups.
2. Communities are stronger, responsible and more able to identify, articulate and take action on their needs and aspirations to bring about an improvement in the quality of community life.
3. The area's economic regeneration is secured and economic activity in Inverclyde is increased, and skills development enables both those in work and those furthest from the labour market to realise their full potential.
4. The health of local people is improved, combating health inequality and promoting healthy lifestyles.
5. A positive culture change will have taken place in Inverclyde in attitudes to alcohol, resulting in fewer associated health problems, social problems and reduced crime rates.
6. A nurturing Inverclyde gives all our children and young people the best possible start in life.
7. Inverclyde is a place where people want to live now whilst at the same time safeguarding the environment for future generations.
8. Our public services are of high quality, continually improving, efficient and responsive to local people's needs.

There are also a series of wellbeing indicators, which the Inverclyde Alliance has adopted, and which have been adapted and expanded from 'Getting it Right for Every Child' covering the core areas of Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI).

These indicators are set out in the Single Outcome Agreement and are as follows:

Safe	Protected from abuse, neglect or harm and supported when at risk. Enabled to understand and take responsibility for actions and choices. Having access to a safe environment to live and learn in.
Healthy	Achieve high standards of physical and mental health and equality of access to suitable health care and protection, while being supported and encouraged to make healthy and safe choices.
Achieving	Being supported and guided in lifelong learning. Having opportunities for the development of skills and knowledge to gain the highest standards of achievement in educational establishments, work, leisure or the community.
Nurtured	Having a nurturing place to live and learn, and the opportunity to build positive relationships within a supporting and supported community.
Active	Having opportunities to take part in activities and experiences in educational establishments and the community, which contribute to a healthy life, growth and development.
Respected & Responsible	Respected and share responsibilities. Citizens are involved in decision making and play an active role in improving the community.
Included	Overcoming social, educational, health and economic inequalities and being valued as part of the community.

The delivery of outcomes across the Council should also take into consideration how they impact on the above wellbeing indicators.

Our Nurturing Inverclyde approach aims to get it right for every child, citizen and community, and this includes how we ensure that people with protected characteristics are safe, healthy, achieving, nurtured, active, respected, responsible and included. There are particular issues for those with protected characteristics within these wellbeing outcomes. For example, keeping people safe from hate crime, ensuring that leisure services are accessible and making sure that no-one is excluded from being a valued part of the communities of Inverclyde.

1.1 Our Legal Obligations

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. The majority of the Act came into force on 1 October 2010. Prior to the Equality Act 2010, there were 3 separate public sector equality duties covering race, disability and gender. The Equality Act 2010 replaced these with a new single public sector equality duty covering the protected characteristics of race, sex, disability, sexual

orientation, religion and belief, age, gender reassignment, and pregnancy and maternity. The Equality Duty consists of a General Duty and Specific Duties. The purpose of the specific duties is to enable the better performance of the General Duty.

General Duty

The general Duty came into effect on 5 April 2011 and has 3 aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and any other conduct
- prohibited by the Equality Act 2010
- advance equality of opportunity between people from different groups
- foster good relationships between people from different groups

Having *due regard* means consciously thinking about the 3 aims of the General Duty as part of the process of decision-making. Whilst there are many examples of work undertaken to tackle unlawful discrimination, the role of public bodies in advancing equality and fostering good relations is less developed. Greater emphasis will require to be placed on how we engage with people who may be experiencing barriers to accessing services or opportunities as a result of a lack of support or thought in relation to their particular requirements eg a disability, maternity.

Specific Duties

Specific Duties came into effect on 27 May 2012. The Specific Duties require public bodies to set specific measurable equality objectives and to publish information about their performance on equality, so that the public can hold them to account. All information must be published in a way that makes it easy for people to access it.

Public bodies covered by the Specific Duties must:

- set specific measurable equality objectives and publish information about their performance on equality
- publish sufficient information to show they have considered the 3 aims of the General Duty across their functions
- publish evidence of equality analysis undertaken to establish whether their policies and practices would further, or have furthered the 3 aims of the General Duty
- gather, use and publish employment information
- publish gender pay gap information
- publish an equal pay statement
- consider award criteria and conditions in public procurement

1.2 Equalities Governance and Organisational Culture

Inverclyde Council has a Corporate Equalities Group whose role is to reinforce and progress the Council's commitment to Equalities and in doing so comply with associated legislative requirements. The Corporate Equalities Group was

reconvened in September 2010 although progress was still being made in a number of areas relating to Equality and Diversity. The membership of the group was refreshed and the newly appointed Head of Education took on the role of chairing the group.

The focus of the Corporate Equalities Group is to:

- drive the Council's commitment to Equalities consistently across all services to ensure better equality outcomes
- ensure we are meeting our legislative duties as outlined in the Equality Act 2010
- establish a robust performance and planning framework for Equalities

Since it reconvened in September 2010, the focus of the Corporate Equalities Group meetings has primarily been on understanding the legislative duties arising from the Equality Act 2010 and what these mean for Inverclyde Council.

The Corporate Equality Group has focused this past year on monitoring progress against the published equality outcomes, facilitating support for staff who are directly involved in delivering the outcomes, and also to support increased engagement with local and national equality groups.

1.2 Supporting Directorates/Services to Meet General Duty and Specific Duties

Adopting a 'Business Partner' approach, the Equality Officer has worked alongside Directorates and Services to help build capacity to effectively mainstream equality and diversity within Inverclyde Council.

Specific examples of interventions have included:

- Reviewing the equality impact assessment process and then delivering a series of refresher training to appropriate staff.
- Working alongside staff when conducting equality impact assessments to ensure that due regard was being considered appropriately
- Delivering general equalities training to a wide range of staff, including members of the Children's Panel and with a focus on customer-facing staff.
- Providing support for individual cases where equality considerations may become a potential issue.
- Working alongside partner agencies, including the police and NHS Greater Glasgow and Clyde, to adopt a more cohesive approach to equality and diversity within Inverclyde.
- Developing a proposal for a multi-agency equalities forum (modelled on Community Planning Partnerships) that will benefit Inverclyde by ensuring that real value can be added from working in partnership.

2. Equality Outcomes

The Equality Outcomes have been taken from, or rolled up from, the Council's Corporate Directorate Improvement Plans (CDIP) and contribute to the delivery of the General and Specific Duties of the Single Equality Act 2010. Under the Specific Duties, Education Authorities are required to publish their Equality Outcomes and Mainstreaming Report separately from their partner Local Authority. The Equality Outcomes for the Education Authority are shown after the main outcomes for the Council.

Outcome 1 – Through an increase in third party reporting facilities, people with protected characteristics feel safer within their communities and levels of hate crime are reduced.

- Over 60 staff trained from a range of departments in third party reporting methods.
- Regular reports show reports and incidences of hate crimes within Inverclyde.
- Low levels of current reporting may be indicative of a lack of public awareness rather than an accurate reflection of crime levels.
- Need to promote hate crimes to increase awareness.

Outcome 2 – Council employees and elected members are able to respond confidently and appropriately to the needs of service users and colleagues who have protected characteristics.

- Council currently has several equality and diversity e-learning modules covering both general equalities and specific protected characteristics.
- Hate Crime training covers discrimination against specific protected characteristic groups.
- Equality Impact Assessment training also covers the different needs of specific groups

Outcome 3 – Increased targeted engagement with Inverclyde's children, citizens and communities who have protected characteristics.

- Establishment of Equalities Officer post in 2013
- Engagement strategy for relevant groups developed
- Where community demographics can't facilitate a requirement for a local group then regional or national groups have been contacted.
- Development of proposals for an Inverclyde-wide equality forum where representatives of public bodies and local community groups can meet together

Outcome 4 – All services consistently gather and analyse information on their service users by protected characteristics, where appropriate, which is used to inform Improvement Planning.

- All services are engaging with their Service users regarding feedback in which to improve services
- Recently, two major engagement activities took place involving the Citizen's Panel and the Council's budget simulator. Both of these activities asked respondents for details regarding their age, gender, ethnicity, employment status, caring responsibilities, and any long-term impairments that they may have.
- Education services have demographic information relating to pupils
- Customer Service staff use their new Customer Relationship Management software to enquire and include any known protected characteristics.

Outcome 5 – All staff within CHCP have a greater awareness of the needs of groups with protected characteristics.

- All staff through regular support and supervision sessions have the opportunity to explore the needs of groups with protected characteristics. The e-KSF process requires individuals to provide evidence of their learning in relation to the equalities agenda and this is also raised through the Council's appraisal system.
- Access to achieving and maintaining greater awareness for staff is supported by managers through Learn Pro, the NHS online e-learning module training system and e-learning modules available internally through the Council. Face to face training is also available through opportunities within the CHCP.
- Staff also have the opportunity to raise and discuss any issues pertaining to equality and diversity by contacting their directorate's representative on the Corporate Equality Group or by directly contacting the Council's Equality Officer.
- Staff who are involved in undertaking equality impact assessments have received specific training for this purpose which also included materials on how to engage with groups in order to understand their needs more effectively.
- There is regular partnership working with the third sector which has helped to gain useful feedback regarding the needs of protected characteristic groups.

Outcome 6 – Narrow the health inequalities gap through clearly defined programmes of action by our service and in conjunction with our partners.

- An initiative with NHS24, Inverclyde Council on Disability and NHS Greater Glasgow and Clyde supplies members of the deaf community with appropriate laptops and software that will allow them to communicate via a web based interpreting service when attending appointments.

- There are HEAT targets for three main cancers, cervical (80% of the population to be screened), bowel (60% of the population), and breast (70% of population). The purpose of this screening is to detect cancer as early as possible. Overall uptake of cancer screening is improving within Inverclyde, however this does not apply to all groups, e.g. men are less likely to carry out bowel screening, younger women are less likely to carry out cervical screening, and those from lower SIMD areas are less likely to take up any screening.
- Work is currently underway to identify methods to improve the uptake of stopping smoking services. This includes changes to the service model from fixed groups to rolling groups, supporting those who want to cut down to stop smoking, supporting those who are using e-cigarettes, and ensuring that the wider social determinants of health are addressed, for example financial support, stress management, and employability.
- Within Inverclyde we are currently identifying our local assets who might be able to increase awareness of stop smoking services. Providing a service within areas where smoking prevalence may be higher and within areas of deprivation.
- We are currently drafting an Inverclyde Tobacco Strategy which will involve including an equality impact assessment to ensure that we identify the issues that will have the most impact on different groups.
- In order to fully achieve the delivery of this outcome we will need to ensure that there is consistent ongoing awareness regarding health inequalities across all partners. There is a local cancer implementation group which includes and involves local partner organisations.
- One partner, Your Voice, has engaged with local people to identify reasons for not screening. We will use this information to locally identify ways to potentially increase uptake.
- We are also working with Cancer Research UK to identify GP practices who are not achieving the HEAT target and discuss how to improve uptake.

Outcome 7 – Reduced discrimination is faced by Lesbian, Gay, Bisexual and Transgender people, sensory impaired people and people with learning disabilities in our services.

- When undertaking new pieces of work it is important to consider the discrimination that is faced by Lesbian, Gay, Bisexual and Transgender (LGBT) people, and also people who have sensory or learning impairments. It is only once discrimination is understood that actions can be undertaken to minimise or eradicate such practices. Therefore, it is explicit within the work plans of the health improvement services what roles it will undertake to support local communities and partners in order to help them understand the impact of discrimination on protected characteristic groups.
- There are a variety of forums and meetings where there is the opportunity to influence service providers and make improvements.
- The progress on this outcome is made on an incremental basis. The purpose is to assess the position when new services are being developed or changes made to current provision in partnership with others to ensure reduced discrimination.

- In order to increase staff knowledge of the impact of discrimination they have access to training, equalities websites, and policy documentation. For example, managers have access to the NHS Transgender Policy and ensure that staff are familiar with this as well as other relevant policies for this outcome.
- Inverclyde has a Sexual Health Local Implementation Group which is chaired by the Director of Education, Communities and Organisational Development. A range of partners are involved in this group and issues related to the LGBT community are raised.

Outcome 8 – Information on how different groups access and benefit from our services is more routinely available and informs service planning.

- Staff are aware that they have a responsibility to produce accessible information for the public. The NHS Greater Glasgow and Clyde AIP policy was promoted through a variety of methods and a step-by-step guidance document was sent to staff with a link to the Equalities in Health Website which offers further information and tools to assist staff with the planning and writing of information. Staff forward any information for the public to the AIP lead for quality checking prior to publishing to ensure that it meets AIP guidelines.
- Alternative formats are available upon request. If staff are asked for an alternative format then they are aware of the process in order for this request to be actioned.
- There has recently been the development of a standard checklist to support staff in assessing whether draft documentation is compliant with internal accessibility standards. The use of this checklist to audit documents in this way will also ensure that we are complying with equalities legislation as well as established good practice.

Outcome 9 – Services for women affected by domestic abuse are tailored to their needs and intervention focused on family centred approaches.

- Proposal to change this outcome to “Our aim is to prevent and eradicate violence against women and girls, making Inverclyde a place where all individuals are equally safe and respected and all women and girls live free from such abuse and the attitudes that perpetrated it”
- A new action plan has been drafted for 2014-2015 together with performance measures that will be used to achieve this outcome.
- A suggested performance indicator has been included in this action plan: “Women and girls feel safe, respected and equal in our communities”

Outcome 10 – The Council has up-to-date data regarding the protected characteristics of employees.

- Biennial questionnaire asks staff to update their protected characteristic details.
- Available as an online questionnaire from 2014.

- Paper copies are available and are sent direct to HR for reasons of confidentiality.
- Questions regarding sexual orientation, religion and transgender status are now being included in the employee profile.

Outcome 11 – Craft workers are assimilated in single status terms and conditions for Local Government Employees.

- All Craft workers have now been assimilated into Local Government Employee terms and conditions

Outcome 12 – Employees have access to leadership development and training opportunities through the Council's workforce development and planning process.

- All staff are able to partake in leadership development and training opportunities
- As part of the Performance Appraisal process, learning opportunities are discussed and agreed between the employee and their line manager
- Learning can take place either through e-learning modules or by attendance at classroom-based training sessions
- Staff are also eligible to undertake development through the online Access 2 Learning run by the Improvement Service which includes specific modules for managers.
- More men than women are making use of learning and development opportunities. The average number of e-learning courses completed by men is 11.35 as opposed to 7.90 by women.

Outcome 13 – People with disabilities get the support to access the technology that they need no matter which library they use.

- There are 7 public libraries within Inverclyde which now have adaptive and assistive technology available in each branch.
- To track progress against this objective the numbers of people using assistive technologies will be recorded and monitored in each library.

Outcome 14 – Library and museum staff feel they have increased capacity to respond more confidently to the needs of all customers, in particular those with protected characteristics.

- Following consultations with both customers and library staff a programme of equalities training has been planned over a three year period commencing from March 2015.
- Equalities training in the libraries will initially be delivered through the use of the Council's online e-learning packages which will then be followed and

supported by classroom based learning opportunities that focus on specific equalities issues.

Outcome 15 – The McLean Museum and Watt Library are fully accessible to people with disabilities, and have been designed with disabled users’ needs in mind.

- This outcome has been suspended as this project was dependent on external funding which the Council has been unable to source.
- Future funding opportunities are being researched in order to progress this outcome in the future.
- Some adjustments have been made to enable access to the main areas of the buildings, but this is limited without significant investment.

Outcome 16 – Council buildings do not have any barriers to access and better meet the needs of citizens.

- Just under half (41%) of all respondents to the Citizen’s Panel said that they have visited the main Council buildings within the last 12 months. This rose to 45% among respondents living in the worst 15% of datazones and dropped to 38% within the rest of Inverclyde.
- Among these respondents that stated they had visited the main Council buildings, 88% said that it was either fairly or very easy to access them. This rose to 93% among respondents in the worst 15% of datazones.

How easy did you find it to access the Council buildings?

	Total	Worst 15% of Datazones	Rest of Inverclyde
Very easy	56%	63%	53%
Fairly easy	32%	30%	32%
Neither/Nor	5%	2%	6%
Fairly difficult	3%	0%	4%
Very difficult	4%	5%	4%

Outcome 17 – The conditions of roads and pavements do not prevent older people and those with mobility impairment from accessing shops, services and transport.

- The condition of roads are included as a Local Government Benchmarking Framework indicator and reported as part of the Council’s Environment, Regeneration and Resources Performance Report
- Street lighting repairs within 7 days are currently at 100% as is the target of road traffic lights repaired within 48 hours
- Major investment is being made in Inverclyde’s roads infrastructure which should result in better access for all.

Outcome 18 – The Customer Service Centre is able to offer a range of communication options which meet the needs of people with protected characteristics.

- Full range of translation and interpretation services is available by contacting any one of four recommended services.
- Guidance is available for staff on the Council's website regarding minimum requirements for people who may need documents available in alternative formats.
- British Sign Language interpretation is available upon request. There is also a dedicated area of the Council's website which has information in BSL.
- The Council also has access to Type Talk for hearing impaired users who contact us by telephone.
- There has been a low uptake for such services. Whilst budgetary restraints will mean that documents in alternative formats will only be available upon request, it should be noted that perhaps more could be done to promote these services

Outcome 19 – Corporate Procurement will ensure that equality impact assessments are built into the tendering process as part of its commodity strategy.

- An audit of procurement documentation has been conducted to ensure that equalities references are appropriate and to ensure that it is clear what is expected in terms of impact assessments.
- Staff from Procurement have attended the Equality Impact Assessment Training. Staff who have still to attend this training can attend a future session

3. Education Outcomes

Education Outcome 1 – All children and young people get the support that they need in relevant areas through the Staged Intervention and Assessment Process.

- Every learner can require additional help and support, this support would be identified by teaching staff and addressed via various interventions.
- All schools operate under the principles of GIRFEC and as such will nurture and support ALL children and young people
- All schools follow the same procedures around staged intervention to ensure that the needs of all are met
- Curriculum for Excellence (CfE) allows for curriculum flexibility to address individual learners' needs.
- MCMC Team deliver Personal Learning Pathways to ensure the curriculum on offer meets the needs of the learner and supports the removal of post school barriers leading to positive destinations
- Learning needs are often identified and discussed at school or cluster level meetings such as Learning Support Meetings, Transition Groups, School Cluster Meetings or curriculum development meetings
- The introduction of a Literacy Hub
- Various staff training / support initiatives
- The creation of local provision (Lomond View) to support the most vulnerable learners who would have previously been educated out with the area

Education Outcome 2 – All staff use equalities guidance to promote equal opportunities, fairness, good relations and positive attitudes to members of their community.

- All schools supplied with bespoke booklet on The Equality Act (2010) and what it means in practice
- All schools reflect the Equality Guidance in their School Values and Mission Statements
- Generally a greater understanding and awareness of Equality issues across education.
- Health and Wellbeing indicators are “responsibility of all” and embedded across the 3 – 18 curriculum
- School behaviour policies
- Health and Wellbeing School Survey/Student Questionnaire
- MCMC Team deliver Personal Learning Pathways to ensure the curriculum on offer meets the needs of the learner and supports the removal of post school barriers leading to positive destinations.

Education Outcome 3 – All school communities recognise and respect people of diverse age, race, faith, gender, sexual orientation, disability and ethnic culture.

- All schools have equalities in their school development plans
- School Values and Mission/Vision statements reflect equality act
- All schools issued with copies of The Equality Act (2010) General and Specific Duties – What it means for us brochures
- Staff training / Professional Learning opportunities for all
- Health and Wellbeing covers many areas of Equalities and is the “responsibility of all”
- Secondary School - Mentors Against Violence Programme MVP
- Primary and Secondary Peer Support programmes
- Differing models of PSE delivered across all secondary schools
- Reduction in number of complaints relating to equality issue
- Schools are Achieving or working towards Rights Respecting School Awards
- Schools involved in International Education programmes such as our Malawi link programme, exploring and respecting other cultures and values
- Social Enterprise Programmes – ethical business
- Most schools engage in a number of charity projects often engaging the wider school community

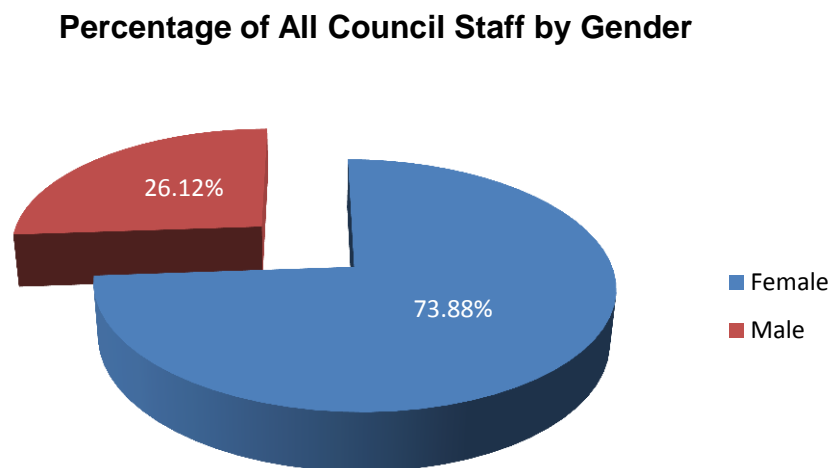
4. Employee Profile

4.1 Headcount Information

For the purposes of this mainstreaming report the headcount figure which is used represents each unique individual who works for Inverclyde Council. Some employees have more than one job within the organisation and therefore the headcount figure used here will be less than other figures which express the number of jobs within the Council.

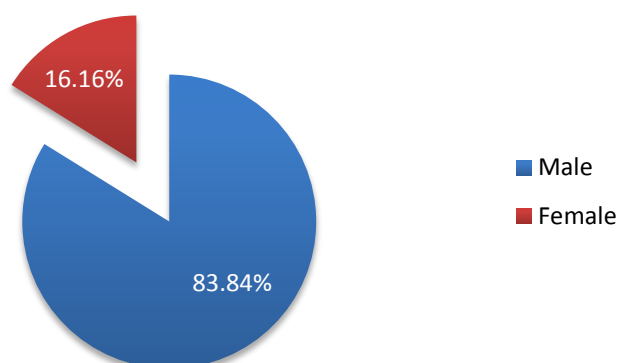
4.2 Gender

The following pie chart shows the percentage of Inverclyde Council's female and male employees per individual employee:



The figure of 73.88% is a small decrease on the previously reported figure of 74.62% in 2012 (-0.74%).

Percentage of Education Staff by Gender

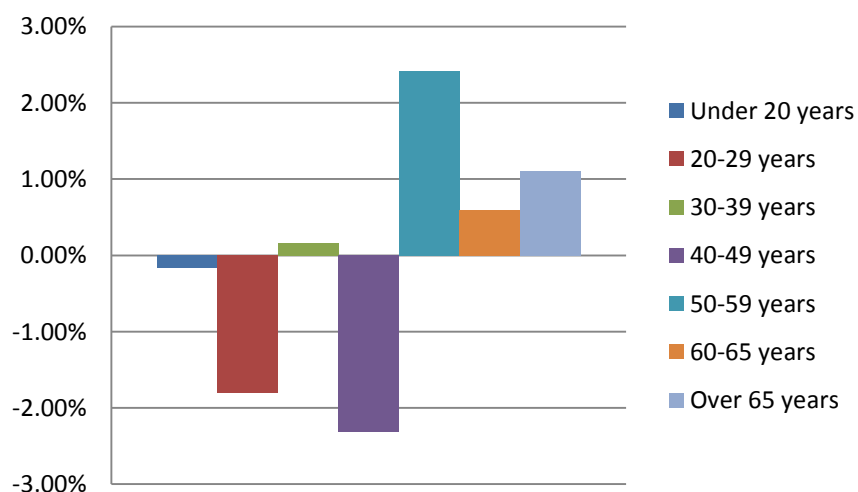


From the above chart we can see that Education has over 80% female staff which reflects the main roles within this sector, namely; teaching, catering and support staff.

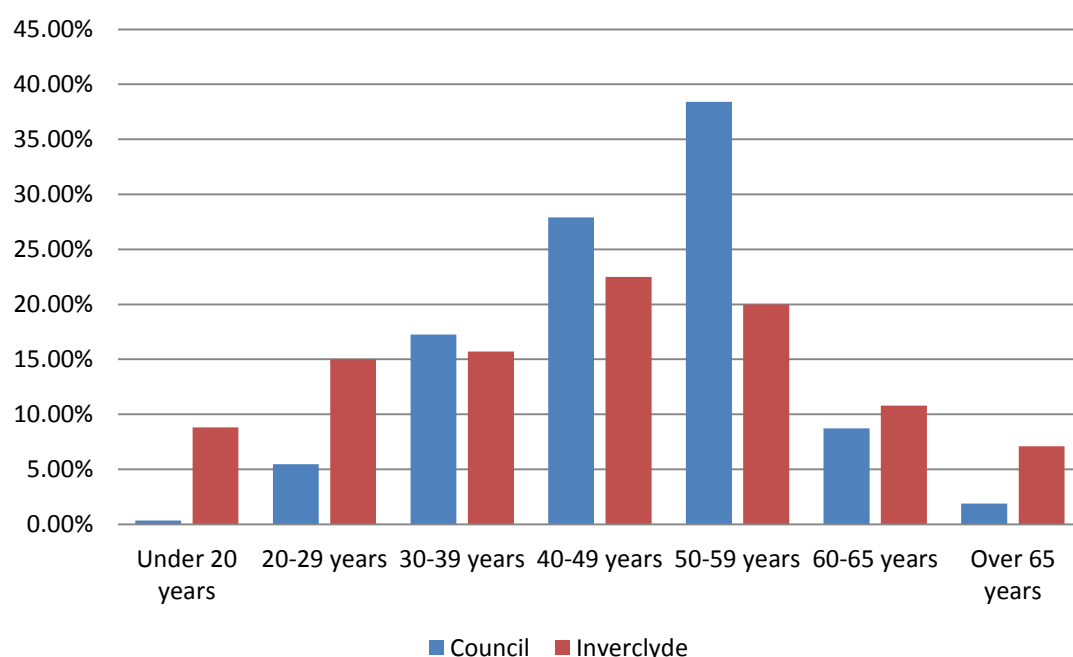
4.3 Age

Age Category	2012/13	2013/14
16 - 19 years	0.50%	0.34%
20 - 29 years	7.28%	5.47%
30 - 39 years	17.10%	17.26%
40 - 49 years	30.23%	27.91%
50 - 59 years	36.00%	38.41%
60 - 65 years	8.12%	8.72%
Over 65 years	0.77%	1.88%

The following chart indicates the variance between the percentage of employees within each age category in 2012/2013 as compared to 2013/2014.



Age Data of Inverclyde Council Compared to Inverclyde Region



The above charts indicate that Inverclyde Council is increasingly becoming an older workforce. Detailed understanding of the reasons for this should be explored and appropriate actions considered in order to ensure that the age balance of the organisation reflects the population that it serves.

Age Breakdown of Education Staff

Age	2012/13	2013/14
<20	0.00%	<1.00%
20-29	13.95%	8.38%
30-39	23.42%	22.75%
40-49	23.77%	27.84%
50-59	34.36%	34.35%
60 and over	4.50%	5.68%

The data shows that the age profile within Education is remaining relatively stable. However, as with the Council age demographics as a whole, there is a noticeable decrease in the percentage of staff who are aged below 30. Research into this may be required to understand the potential reasons for this and to ascertain whether this is a longer-term trend that needs to be addressed.

4.4 Disability

Disability	2013/14
Disabled	2.04%
Not disabled	68.20%
Prefer not to answer	12.05%
Null / Blank	17.71%

Education Staff – Percentage who have a Disability

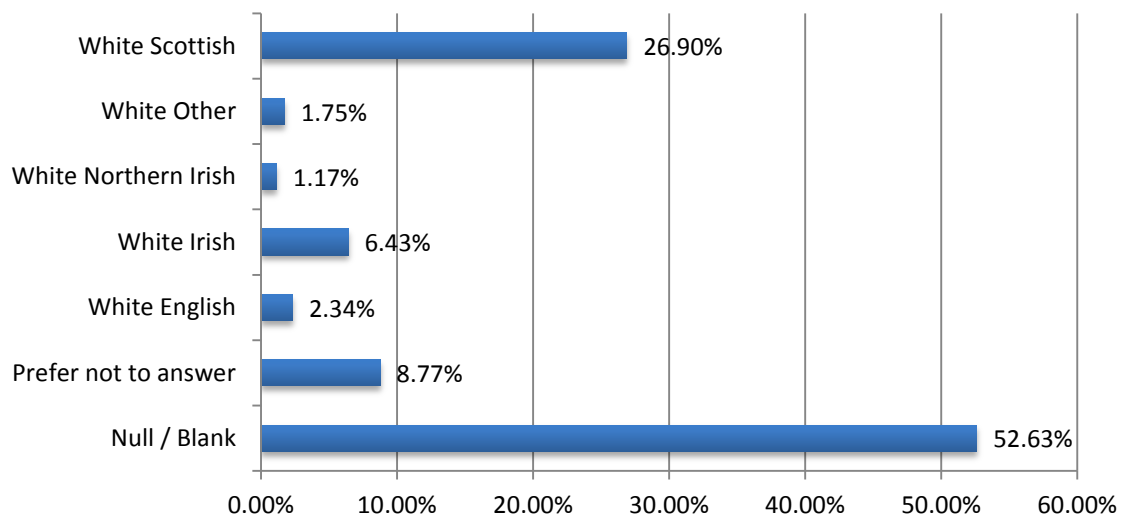
Disability	2013/14
Disabled	1.417%
Not disabled	43.37%
Prefer not to answer	9.57%
Null / Blank	45.65%

4.5 Ethnicity

Ethnicity	2012/13	2013/14
White		
a. Scottish	51.93%	63.02%
b. English	0.93%	1.16%
c. Welsh	0.05%	0.03%
d. Northern Irish	0.05%	0.16%
e. British	0.02%	1.96%
f. Irish	9.40%	6.61%
g. Gypsy / Traveller	-	-
h. Eastern European	-	0.03%
i. Other white ethnic group	2.79%	1.03%
Mixed or Multiple Ethnic Groups		
a. Any mixed or multiple ethnic group	0.05%	0.08%
Asian, Asian Scottish or Asian British		
a. Pakistani, Pakistani Scottish or Pakistani British	-	-
b. Indian, Indian Scottish or Indian British	0.98%	0.08%
c. Bangladeshi, Bangladeshi Scottish or Bangladeshi British	-	-
d. Chinese, Chinese Scottish or Chinese British	0.02%	0.03%

e. Other Asian, Asian Scottish or Asian British	0.02%	0.03%
African		
a. African, African Scottish or African British	0.05%	0.05%
Caribbean or Black		
a. Caribbean, Caribbean Scottish or Caribbean British	-	0.03%
b. Black, Black Scottish or Black British	0.02%	-
c. Other Caribbean or Black	0.07%	-
Other Ethnic Group		
a. Arab	-	-
b. Other	-	0.11%
Prefer not to answer	10.78%	7.22%
Null / Blank	22.84%	18.40%

Education Staff by Ethnicity



4.6 Sexual Orientation

Sexual Orientation	2013/2014
Lesbian, Gay or Bisexual	0.55%
Heterosexual/Straight	32.14%
Prefer not to answer	2.15%
Null / Blank	65.16%

Education Staff by Sexual Orientation

Sexual Orientation	2013/2014
Lesbian, Gay or Bisexual	0.00%
Heterosexual/Straight	6.58%
Prefer not to answer	1.20%
Null / Blank	92.22%

Information regarding sexual orientation is only beginning to be captured as part of recording the workforce profile of Inverclyde Council. Like other organisations, there is a general reticence in disclosing information regarding individual sexual orientation so the data is unsurprising in showing that the majority of staff chose not to positively disclose their orientation.

4.7 Religion and Belief

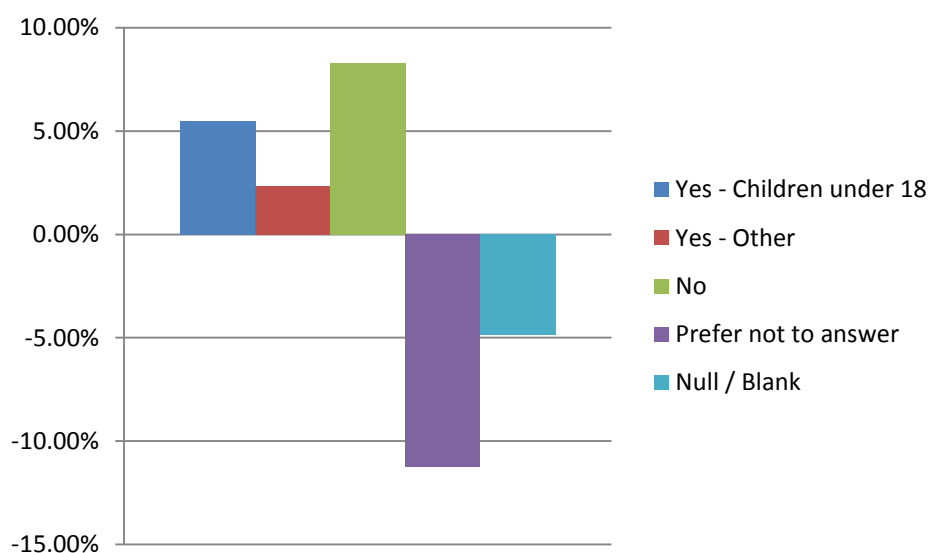
Religion or Belief	2013/14
Buddhist	< 1.00%
Church of Scotland	12.02%
Hindu	< 1.00%
Humanist	< 1.00%
None	5.50%
Other Christian	1.82%
Other Religion	< 1.00%
Pagan	< 1.00%
Prefer not to answer	2.19%
Roman Catholic	13.45%
Sikh	< 1.00%
Null / Blank	64.02%

Similar to sexual orientation information regarding religion or belief has only recently started to be collected by Inverclyde Council. The majority of staff have chosen not

to positively disclose their religious or other beliefs and consideration should be given as to possible methods to increase this response.

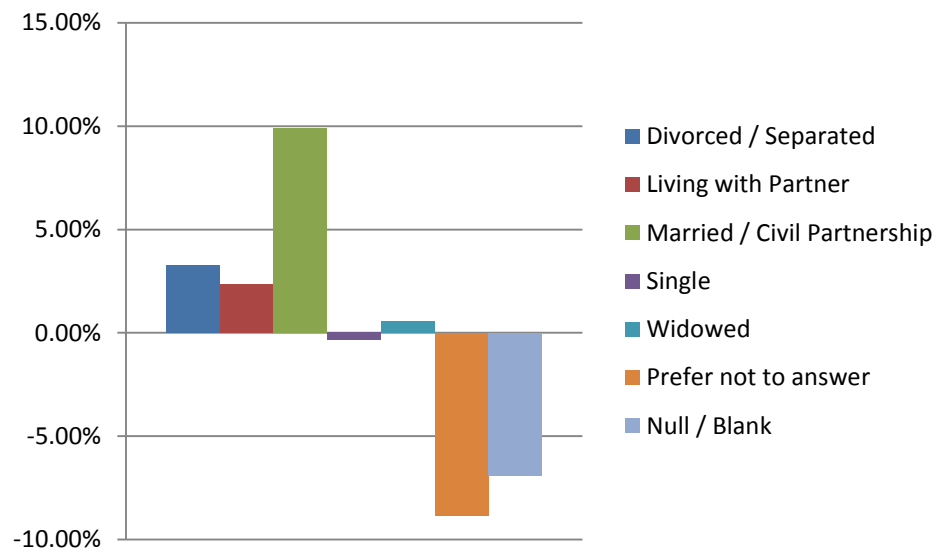
4.8 Caring Responsibility

Caring Responsibility	2012/13	2013/14
Yes - Children under 18	19.05%	24.53%
Yes - Other	1.45%	3.81%
No	25.59%	33.86%
Prefer not to answer	30.61%	19.38%
Null / Blank	23.30%	18.42%



4.9 Marriage and Civil Partnership Status

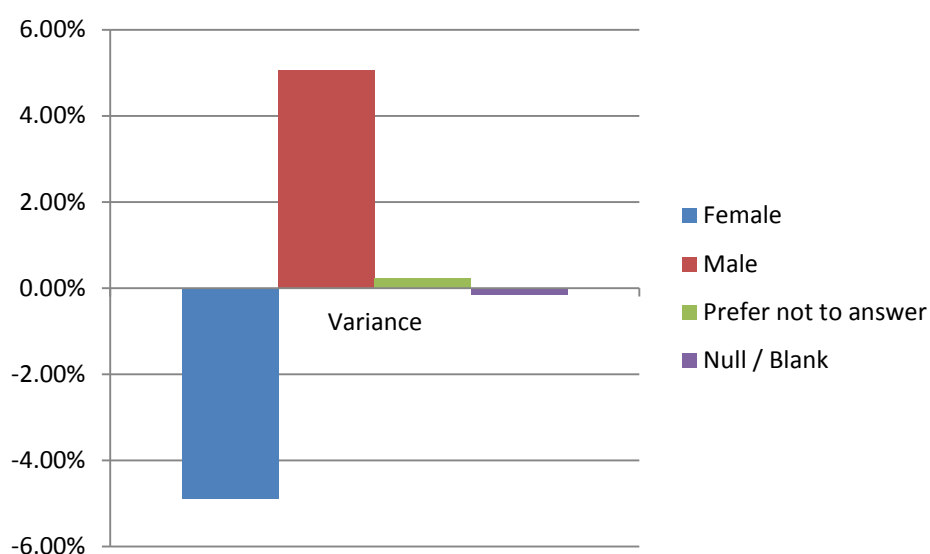
Marriage/Civil Partnership	2012/13	2013/14
Divorced / Separated	2.41%	5.69%
Living with Partner	2.61%	4.97%
Married / Civil Partnership	39.20%	49.09%
Single	15.60%	15.25%
Widowed	0.51%	1.06%
Prefer not to answer	19.75%	10.92%
Null / Blank	19.92%	13.03%



5. Recruitment

5.1 Gender

Gender – Job Applicants	2012/13	2013/14
Female	64.99%	60.10%
Male	33.66%	38.71%
Prefer not to answer	0.20%	0.42%
Null / Blank	0.92%	0.77%

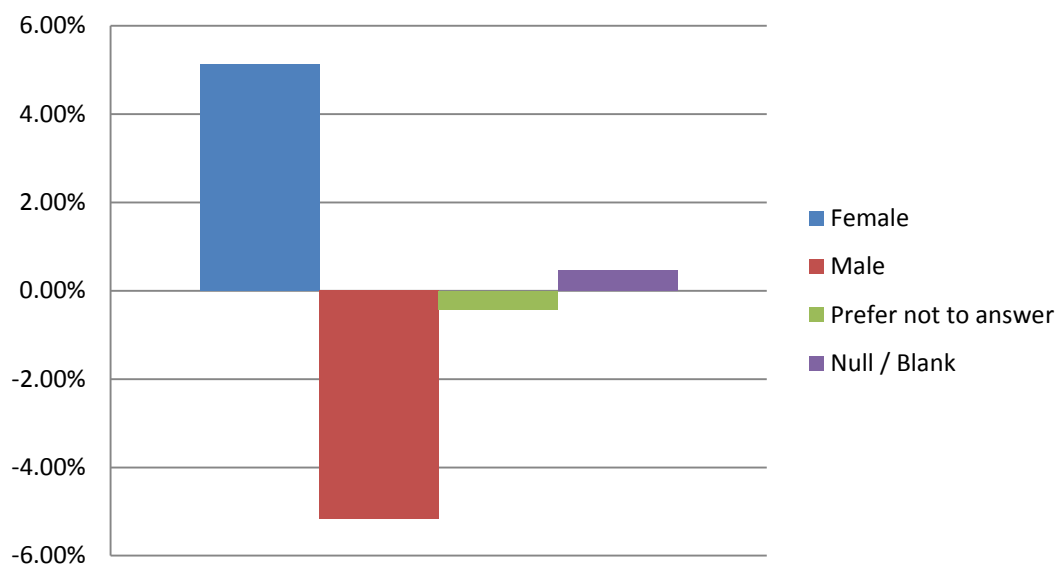


The above chart shows that there has been just over a 5.00% increase in the number of job applications from men. This may be as a result of the particular jobs which were advertised.

The following table] provides us with the data regarding the actual appointments that have been made in terms of gender:

Gender – Appointments	2012/13	2013/14
Female	65.63%	65.23%
Male	32.43%	33.54%
Prefer not to answer	1.56%	-
Null / Blank	-	1.23%

Variance of Applications against Appointments based on Gender



The above chart indicates that proportionate to the number of applications that were made by each gender there was a greater likelihood of a female applicant being appointed than a male applicant.

Work may need to continue to ascertain whether this is a reflection of the current year or if there is a longer-term trend which may need to be addressed. Further work should also concentrate on analysing this data by job grade as part of ongoing work on equal pay and occupational segregation.

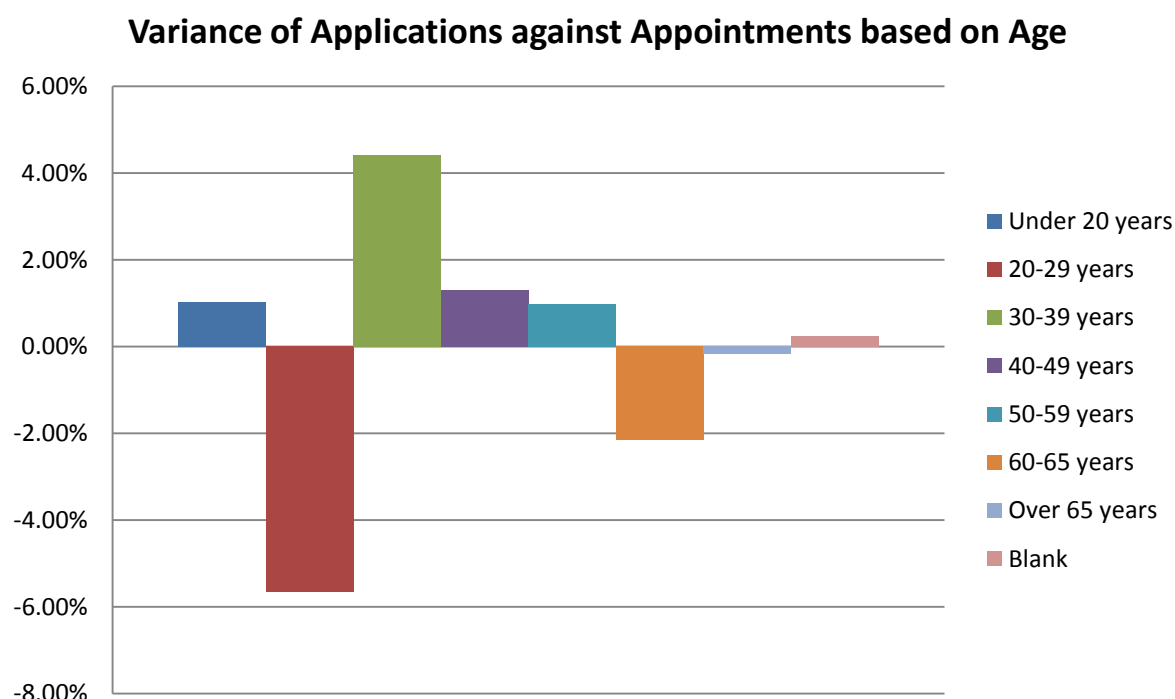
5.2 Age

Age Category - Job Applications	2012/13	2013/14
16 - 20 years	5.89%	3.89%
20 - 29 years	31.79%	32.42%
30 - 39 years	22.50%	21.73%
40 - 49 years	22.09%	21.77%
50 - 59 years	13.83%	15.33%
60 - 65 years	1.85%	2.78%
Over 65 years	0.09%	0.16%
Null / Blank	1.96%	1.90%

Age Category - Job Appointments	2012/13	2013/14
16 - 20 years	-	4.92%
20 - 29 years	-	26.77%
30 - 39 years	-	26.15%

40 - 49 years	-	23.08%
50 - 59 years	-	16.31%
60 - 65 years	-	0.62%
Over 65 years	-	-
Null / Blank	-	2.15%

Information regarding the age of candidates who were appointed was not available at the time of writing this report.



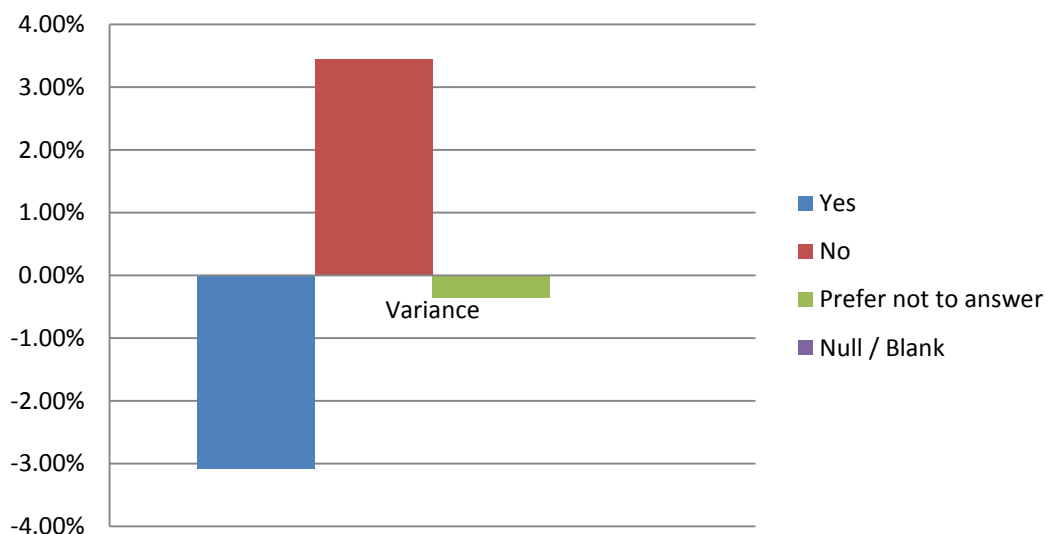
As previously mentioned in this report, there appears to be an increasingly aging workforce within Inverclyde Council and the data suggests that there is a particular gap in the 20-29 age range. The above chart shows that this age group appears to be the least likely to be appointed into a role within Inverclyde Council and this data suggests that more detailed work in relation to the reasons why this group are unsuccessful in being appointed may need to be carried out.

5.3 Disability

Disability – Job Applicants	2012/13	2013/14
Disabled	6.19%	6.78%
Not disabled	90.62%	91.33%
Prefer not to answer	0.54%	0.67%
Null / Blank	2.65%	1.22%

Disability – Job Appointments	2012/13	2013/14
Disabled	3.47%	3.69%
Not disabled	92.85%	94.77%
Prefer not to answer	0.20%	0.31%
Null / Blank	3.48%	1.23%

Variance of Applications against Appointments based on Disability



The recruitment and selection data from Inverclyde Council indicates that a candidate with a disability is less likely to be appointed for a role as compared to a person who does not disclose a disability. Inverclyde Council is a 'Double Tick' employer and should look to examine the reasons why there is this gap between applying for a position and being appointed.

5.4 Ethnicity

Ethnicity – Job Applicants	2012/13	2013/14
White		
a. Scottish	88.63%	88.89%
b. English	0.14%	-
c. Welsh	-	-
d. Northern Irish	-	-
e. British	5.48%	4.95%
f. Irish	0.75%	0.71%
g. Gypsy / Traveller	-	0.04%
h. Eastern European	0.22%	0.43%
i. Other white ethnic group	1.14%	1.06%

Mixed or Multiple Ethnic Groups		
a. Any mixed or multiple ethnic group	0.40%	0.32%
Asian, Asian Scottish or Asian British		
a. Pakistani, Pakistani Scottish or Pakistani British	0.28%	0.20%
b. Indian, Indian Scottish or Indian British	0.51%	0.25%
c. Bangladeshi, Bangladeshi Scottish or Bangladeshi British	0.03%	0.05%
d. Chinese, Chinese Scottish or Chinese British	0.11	0.05%
e. Other Asian, Asian Scottish or Asian British	-	0.07%
African		
a. African, African Scottish or African British	0.58%	0.38%
Caribbean or Black		
a. Caribbean, Caribbean Scottish or Caribbean British	0.16%	0.03%
b. Black, Black Scottish or Black British	0.05%	0.07%
c. Other Caribbean or Black	-	0.08%
Other Ethnic Group		
a. Arab	-	0.09%
b. Other	0.05	0.21%
Prefer not to answer		
	0.43%	0.67%
Null / Blank		
	1.31%	1.48%

Ethnicity – Job Appointments	2012/13	2013/14
White		
a. Scottish	88.22%	91.08%
b. English	-	-
c. Welsh	-	-
d. Northern Irish	-	-
e. British	5.21%	4.62%
f. Irish	0.77%	0.62%
g. Gypsy / Traveller	-	-
h. Eastern European	0.19%	-
i. Other white ethnic group	1.54%	1.23%
Mixed or Multiple Ethnic Groups		

a. Any mixed or multiple ethnic group	0.58%	0.31%
Asian, Asian Scottish or Asian British		
a. Pakistani, Pakistani Scottish or Pakistani British	0.38%	-
b. Indian, Indian Scottish or Indian British	0.38%	0.31%
c. Bangladeshi, Bangladeshi Scottish or Bangladeshi British	-	-
d. Chinese, Chinese Scottish or Chinese British	-	-
e. Other Asian, Asian Scottish or Asian British	-	-
African		
a. African, African Scottish or African British	0.38%	-
Caribbean or Black		
a. Caribbean, Caribbean Scottish or Caribbean British	0.19%	0.31%
b. Black, Black Scottish or Black British	-	-
c. Other Caribbean or Black	-	-
Other Ethnic Group		
a. Arab	-	-
b. Other	-	-
Prefer not to answer	0.38%	-
Null / Blank	1.78%	1.54%

5.5 Sexual Orientation

2013/14	Applications	Appointments
Lesbian, Gay or Bisexual	1.64%	2.16%
Heterosexual/Straight	93.61%	94.15%
Prefer not to answer	2.76%	1.85%
Null / Blank	1.99%	1.85%

Information regarding the sexual orientation of job applicants has only recently been collected. The above table indicates no major anomalies between the percentage of applicants and those who were appointed into a role. More detailed analysis of potential trends will form part of the next mainstreaming report.

5.6 Religion and Belief

2013/14	Applications	Appointments
Buddhist	0.41%	-
Church of Scotland	21.92%	24.00%
Hindu	0.11%	-
Humanist	0.12%	-
Jewish	0.06%	-
Muslim	0.41%	-
None	25.59%	17.23%
Other Christian	6.09%	6.46%
Other Religion	1.62%	0.62%
Pagan	0.07%	-
Prefer not to answer	6.81%	5.85%
Roman Catholic	33.58%	42.46%
Sikh	0.05%	-
Null / Blank	3.16%	3.38%

Information regarding religion or belief has only recently been reported upon. The above table shows that staff who declare themselves to have no religious or other belief are less likely to be appointed and staff who declare themselves as being Roman Catholic are more likely to be appointed. Analysis should continue to ensure that no unconscious bias regarding religious or other belief is evident as part of the selection process.

5.7 Caring Responsibility

Job Applications	2012/13	2013/14
Yes - Children under 18	30.69%	32.01%
Yes - Other	2.50%	2.32%
No	62.33%	61.92%
Prefer not to answer	0.67%	0.87%
Null / Blank	3.81%	2.88%

2013/2014	Applications	Appointments
Yes - Children under 18	32.01%	34.46%
Yes - Other	1.85%	1.85%
No	60.92%	60.92%
Prefer not to answer	0.87%	0.62%
Null / Blank	2.88%	2.15%

5.8 Marriage and Civil Partnership Status

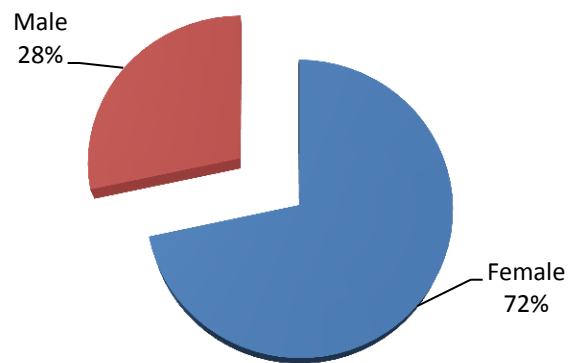
Job Applications by Marriage/Civil Partnership	2012/13	2013/14
Divorced / Separated	7.42%	7.40%
Living with Partner	10.33%	10.30%
Married / Civil Partnership	28.59%	28.30%
Single	49.98%	51.10%
Widowed	0.48%	0.50%
Prefer not to answer	1.20%	0.90%
Null / Blank	2.00%	1.50%

2013/2014	Applications	Appointments
Divorced / Separated	7.40%	6.77%
Living with Partner	10.30%	9.54%
Married / Civil Partnership	28.30%	40.31%
Single	51.10%	40.00%
Widowed	0.50%	0.31%
Prefer not to answer	0.90%	0.62%
Null / Blank	1.50%	2.46%

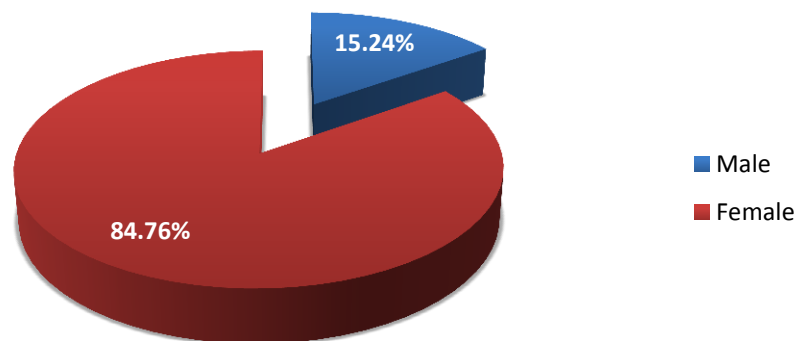
6. Leavers

6.1 Gender

Leavers by Gender (All Council) 2013/14



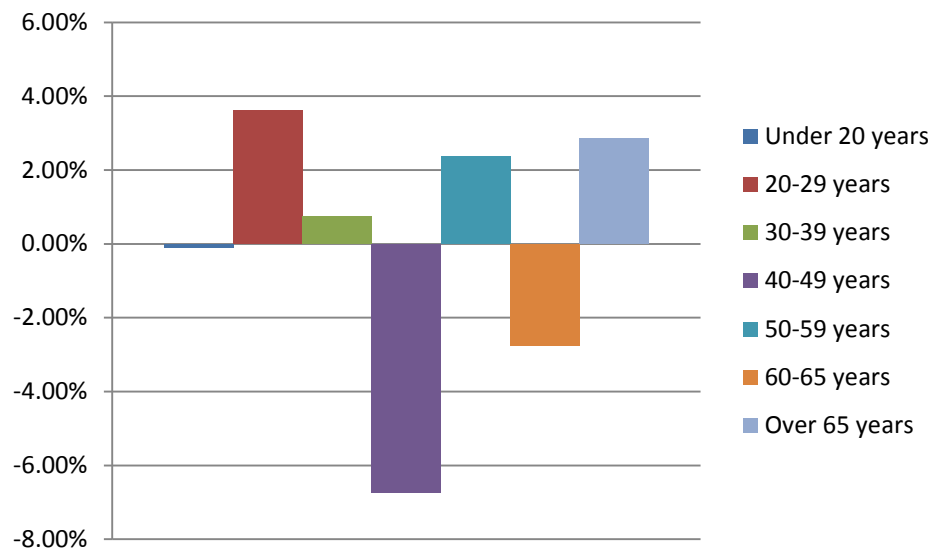
Leavers by Gender (Education) 2013/2014



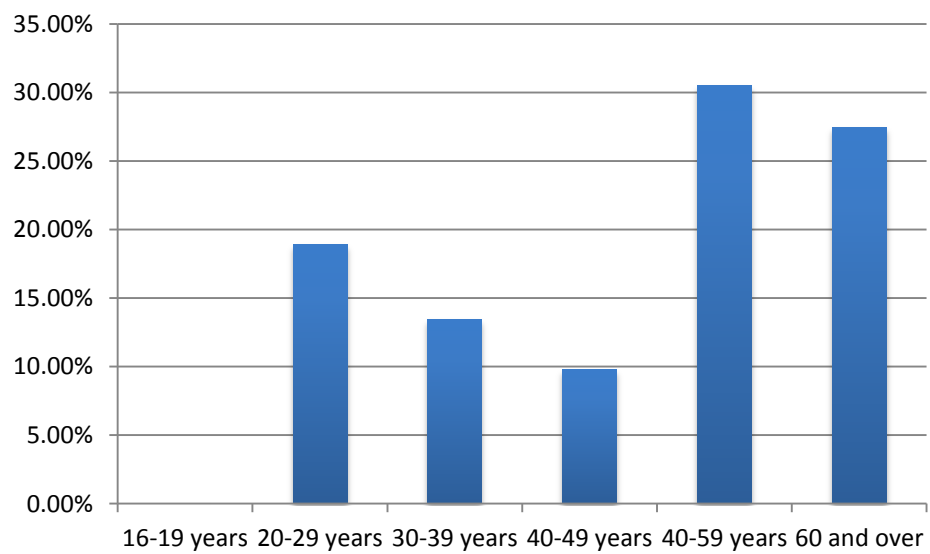
6.2 Age

Leavers by Age Category	2012/13	2013/14
Under 20 years	2.41%	2.32%
20-29 years	11.45%	15.06%
30-39 years	15.66%	16.41%
40-49 years	19.27%	12.55%
50-59 years	21.38%	23.75%
60-65 years	26.51%	23.75%
Over 65 years	3.32%	6.18%

Change from 2012/13 to 2013/14

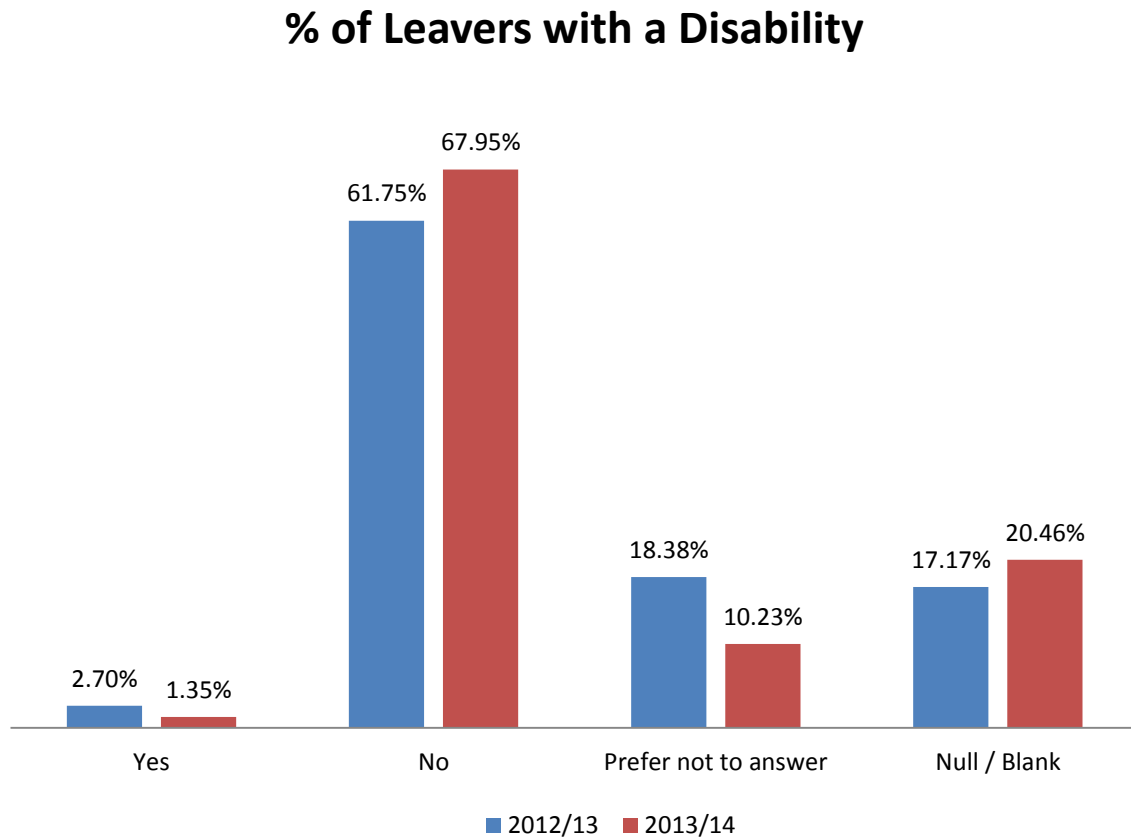


Leavers by Age (Education) 2013/2014

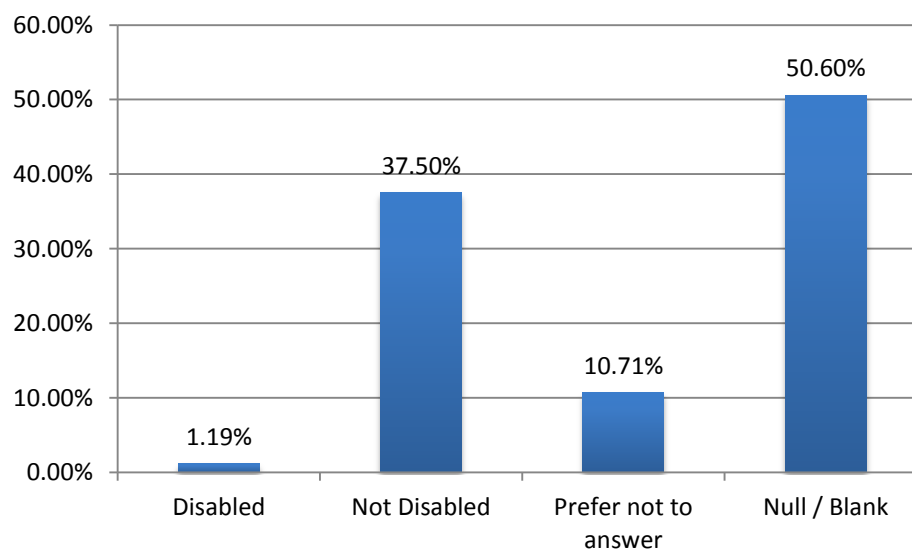


6.3 Disability

The following chart displays the percentage of people who have left the employment of Inverclyde Council and have declared whether or not they have a disability.



Leavers with a Disability (Education) 2013/2014



6.4 Ethnicity

Ethnicity	2012/13	2013/14
White		
a. Scottish	56.33%	61.79%
b. English	0.90%	1.63%
c. Welsh	0.60%	0.41%
d. Northern Irish	-	0.41%
e. British	-	0.41%
f. Irish	8.74%	6.30%
g. Gypsy / Traveller	-	-
h. Eastern European	-	-
i. Other white ethnic group	3.02%	3.05%
Mixed or Multiple Ethnic Groups		
a. Any mixed or multiple ethnic group	-	-
Asian, Asian Scottish or Asian British		
a. Pakistani, Pakistani Scottish or Pakistani British	-	-
b. Indian, Indian Scottish or Indian British	-	0.41%
c. Bangladeshi, Bangladeshi Scottish or Bangladeshi British	-	-
d. Chinese, Chinese Scottish or Chinese British	-	-
e. Other Asian, Asian Scottish or Asian British	-	-
African		
a. African, African Scottish or African British	-	-
Caribbean or Black		
a. Caribbean, Caribbean Scottish or Caribbean British	-	-
b. Black, Black Scottish or Black British	-	-
c. Other Caribbean or Black	-	-
Other Ethnic Group		
a. Arab	-	-
b. Other	-	-
Prefer not to answer	11.14%	-
Null / Blank	19.27%	25.61%

Leavers by Ethnicity (Education) 2013/2014

Ethnicity	2013/2014
Any mixed	<1.00%
Chinese	<1.00%
Other ethnic	<1.00%
Prefer not to answer	7.14%
White British	1.10%
White English	1.18%
White Irish	5.57%
White Northern Irish	<1.00%
White other	<1.00%
White Scottish	38.35%
White Welsh	<1.00%
Null / Blank	45.47%

6.5 Sexual Orientation

Sexual Orientation	2013/2014
Lesbian, Gay or Bisexual	-
Heterosexual/Straight	9.46%
Prefer not to answer	0.38%
Null / Blank	90.15%

Sexual Orientation of Education Staff

Sexual Orientation	2013/2014
Lesbian, Gay or Bisexual	<1.00%
Heterosexual/Straight	20.39%
Prefer not to answer	<1.00%
Null / Blank	78.51%

6.6 Religion or Belief

Religion or Belief	2013/14
Buddhist	-
Church of Scotland	2.12%
Hindu	-
Humanist	0.19%

None	2.31%
Jewish	-
Muslim	-
Other Christian	0.19%
Other Religion	0.19%
Pagan	-
Prefer not to answer	0.97%
Roman Catholic	3.28%
Sikh	-
Null / Blank	90.73%

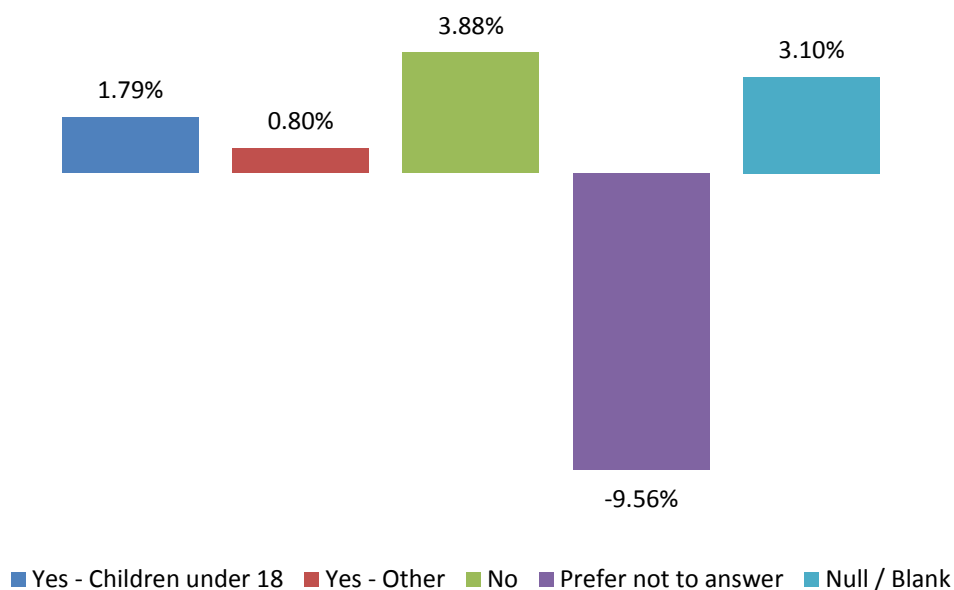
Religion or Belief of Education Staff

Religion or Belief	2013/14
Buddhist	<1.00%
Church of Scotland	6.82%
Hindu	-
Humanist	-
None	3.45%
Jewish	-
Muslim	-
Other Christian	1.41%
Other Religion	<1.00%
Pagan	-
Prefer not to answer	1.02%
Roman Catholic	9.25%
Sikh	-
Null / Blank	77.80%

6.7 Caring Responsibility

Caring Responsibility	Variance
Yes - Children under 18	5.48%
Yes - Other	2.36%
No	8.27%
Prefer not to answer	11.23%
Null / Blank	4.88%

Leavers with a Caring Responsibility



Caring Responsibility of Education Staff

Caring Responsibility	Variance
Yes - Children under 18	18.82%
Yes - Other	2.20%
No	19.29%
Prefer not to answer	13.25%
Null / Blank	46.44%

6.8 Marriage and Civil Partnership Status

Marriage/Civil Partnership	2012/13	2013/14
Divorced / Separated	2.71%	4.44%
Living with Partner	6.33%	4.44%
Married / Civil Partnership	38.26%	36.49%
Single	18.68%	25.10%
Widowed	0.90%	1.16%
Prefer not to answer	16.86%	11.39%
Null / Blank	16.26%	16.99%

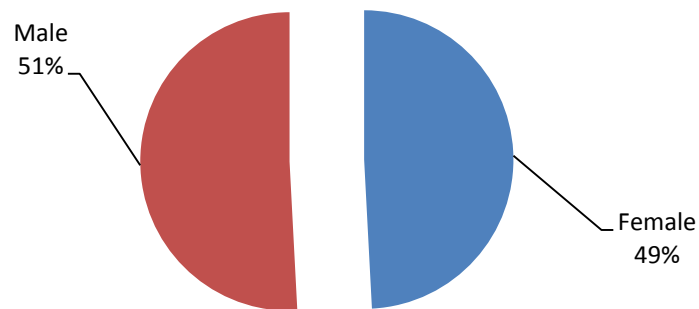
Marriage and Civil Partnership Status of Education Staff

Marriage/Civil Partnership	2013/14
Divorced / Separated	3.22%
Living with Partner	2.75%
Married / Civil Partnership	41.10%
Single	8.63%
Widowed	<1.00%
Prefer not to answer	11.14%
Null / Blank	32.63%

7. Disciplinary Action

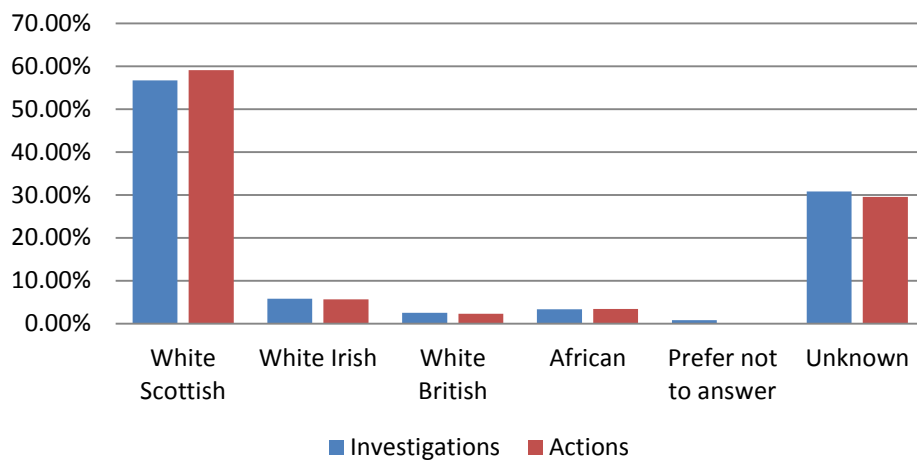
7.1 Gender

Disciplinary Investigations



7.2 Ethnicity

Disciplinary Actions by Ethnicity



8. Grievances

8.1 Gender

Of a total of 51 individual grievances raised throughout 2013/2014:

33 were made by female members of staff.

18 were made by male members of staff.

8.2 Disability

Yes	2
No	11
Prefer not to answer	1
Null / Blank	37

8.3 Ethnicity

With regards to ethnicity the following is a breakdown of grievances per ethnic group:

Indian	1
White Irish	3
White Scottish	34
Prefer not to answer	1
Null / Blank	12

8.4 Caring Responsibilities

Yes – Child under 18	16
No	17
Prefer not to answer	6
Null / Blank	12

8.5 Marriage and Civil Partnership Status

Divorced	1
Living with partner	1
Married / Civil partnership	22
Single	9
Prefer not to answer	6
Null / Blank	12

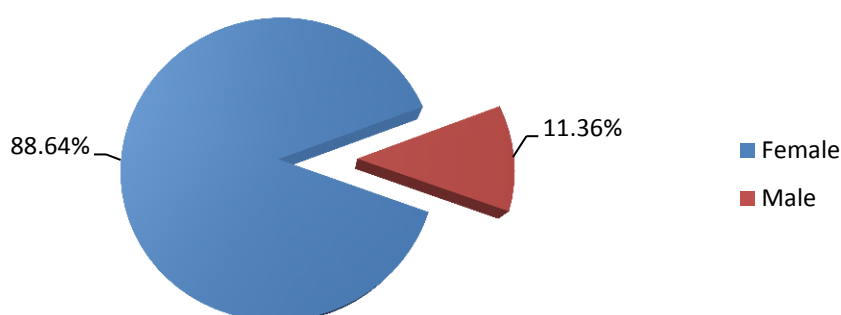
9. Flexible Working Requests

For the 12 month period ending on 31 March 2012 there had been 41 flexible working applications received from staff at Inverclyde Council. This included 11 applications from Education Teaching staff. The number of applications received for the 12 month period up to 31 March 2014 was 44 which represents a 7.31% increase in applications

In April 2014 a new flexible working policy was introduced which extended the criteria by which people could make an application to change their working patterns. It is intended to monitor the number of flexible working applications resulting from this change to the policy in order to determine if it is succeeding in encouraging more applications from a wider range of staff.

9.1 Gender

Flexible Working Requests by Gender



9.2 Age

Age Category	2013/14
16 - 20 years	-
20 - 29 years	4.55%
30 - 39 years	47.73%
40 - 49 years	27.27%
50 - 59 years	15.91%
60 - 65 years	4.55%
Over 65 years	-

9.3 Disability

Disability	2013/14
Disabled	2.27%
Not disabled	59.09%
Prefer not to answer	9.09%
Null / Blank	29.55%

9.4 Ethnicity

Ethnicity	2013/14
White	
a. Scottish	43.18%
b. English	-
c. Welsh	-
d. Northern Irish	-
e. British	2.27%
f. Irish	11.36%
g. Gypsy / Traveller	-
h. Eastern European	-
i. Other white ethnic group	-
Mixed or Multiple Ethnic Groups	
a. Any mixed or multiple ethnic group	-
Asian, Asian Scottish or Asian British	
a. Pakistani, Pakistani Scottish or Pakistani British	-
b. Indian, Indian Scottish or Indian British	-
c. Bangladeshi, Bangladeshi Scottish or Bangladeshi British	-
d. Chinese, Chinese Scottish or Chinese British	-
e. Other Asian, Asian Scottish or Asian British	-
African	
a. African, African Scottish or African British	-
Caribbean or Black	
a. Caribbean, Caribbean Scottish or Caribbean British	-
b. Black, Black Scottish or Black British	-
c. Other Caribbean or Black	-

Other Ethnic Group	
a. Arab	-
b. Other	-
Prefer not to answer	13.64%
Null / Blank	29.55%

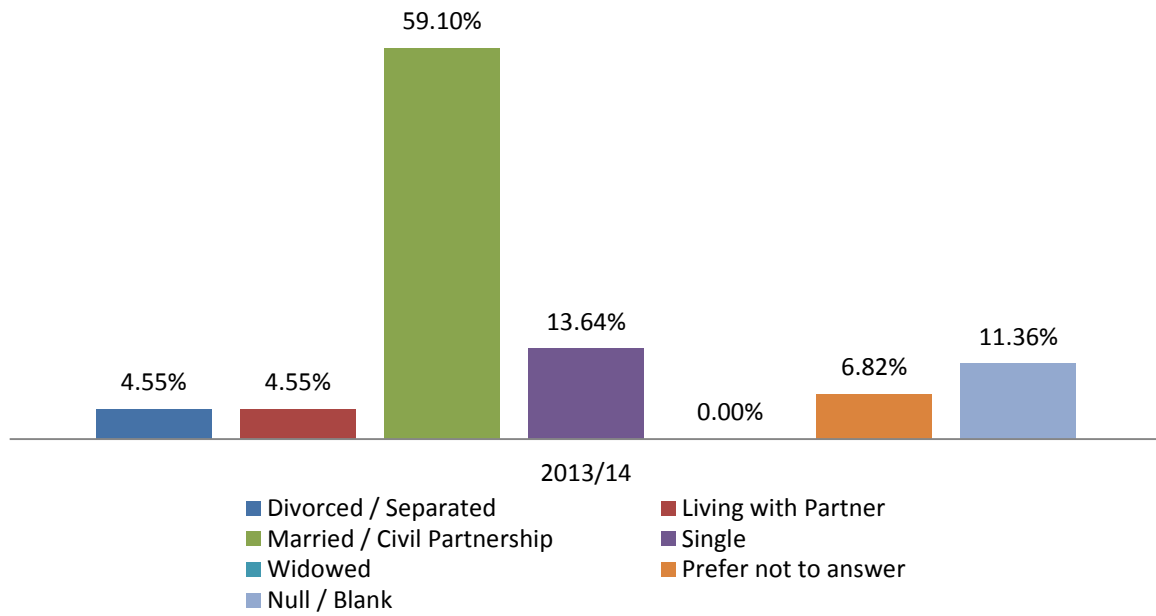
9.5 Caring Responsibility

Caring Responsibility	2013/14
Yes - Children under 18	81.82%
Yes - Other	18.18%
No	-
Prefer not to answer	-
Null / Blank	-

9.6 Marriage and Civil Partnership Status

Marriage/Civil Partnership	2013/14
Divorced / Separated	4.55%
Living with Partner	4.55%
Married / Civil Partnership	59.09%
Single	13.64%
Widowed	-
Prefer not to answer	6.82%
Null / Blank	11.36%

Marriage and Civil Partnership Status of Flexible Working Requesters



10. Training – information to follow

10.1 Gender

10.2 Age

Age Category	2012/13	2013/14
16 - 20 years		
20 - 29 years		
30 - 39 years		
40 - 49 years		
50 - 59 years		
60 - 65 years		
Over 65 years		

10.3 Disability

Disability	2012/13	2013/14
Disabled		
Not disabled		
Prefer not to answer		
Null / Blank		

10.4 Ethnicity

Ethnicity	2012/13	2013/14
White		
a. Scottish		
b. English		
c. Welsh		
d. Northern Irish		
e. British		
f. Irish		
g. Gypsy / Traveller		
h. Eastern European		
i. Other white ethnic group		
Mixed or Multiple Ethnic Groups		

a. Any mixed or multiple ethnic group
Asian, Asian Scottish or Asian British
a. Pakistani, Pakistani Scottish or Pakistani British
b. Indian, Indian Scottish or Indian British
c. Bangladeshi, Bangladeshi Scottish or Bangladeshi British
d. Chinese, Chinese Scottish or Chinese British
e. Other Asian, Asian Scottish or Asian British
African
a. African, African Scottish or African British
Caribbean or Black
a. Caribbean, Caribbean Scottish or Caribbean British
b. Black, Black Scottish or Black British
c. Other Caribbean or Black
Other Ethnic Group
a. Arab
b. Other
Prefer not to answer
Null / Blank

10.5 Sexual Orientation

Sexual Orientation	2013/2014
Lesbian, Gay or Bisexual	
Heterosexual/Straight	
Prefer not to answer	
Null / Blank	

10.6 Religion or Belief

Religion or Belief	2013/14
Buddhist	

Church of Scotland
Hindu
Humanist
None
Other Christian
Other Religion
Pagan
Prefer not to answer
Roman Catholic
Sikh
Null / Blank

10.7 Caring Responsibility

Caring Responsibility	2012/13	2013/14
Yes - Children under 18		
Yes - Other		
No		
Prefer not to answer		
Null / Blank		

10.8 Marriage and Civil Partnership Status

Marriage/Civil Partnership	2012/13	2013/14
Divorced / Separated		
Living with Partner		
Married / Civil Partnership		
Single		
Widowed		
Prefer not to answer		
Null / Blank		

11. Equal Pay

11.1 Average Total Pay Analysis

Equal Pay Work Group	Male		Female		Difference	Pay Gap %
	Count	Avg Total Hourly Rate	Count	Avg Total Hourly Rate		
A	41	7.85	269	7.85	0	0
B	46	7.85	224	7.85	0	0
C	116	8.26	490	8.28	-0.02	-0.24
D	132	9.08	582	9.09	-0.01	-0.11
E	150	10.53	159	10.54	-0.01	-0.09
F	89	12.03	292	12.06	-0.03	-0.25
G	57	14.12	99	13.97	0.15	1.06
H	56	15.84	82	15.88	-0.04	-0.25
I	54	17.23	112	17.14	0.09	0.52
J	23	19.13	38	18.99	0.14	0.73
K	44	20.89	50	20.87	0.02	0.10
L	11	22.91	6	23.03	-0.12	-0.52
M *1	1	24.42	2	23.36	1.06	4.34
N	5	25.62	5	25.92	-0.3	-1.17
O	12	27.36	14	27.32	0.04	0.15
C1	1	60.62	0			
C2	2	53.95	1	53.95	0	0.00
C3	2	43.95	0			
C4	3	39.1	4	39.1	0	0.00
C7	1	33.34	0			
Educational Psychologist	1	32.15	8	31.45	0.7	2.18
Music Instructor	7	19.61	12	19.12	0.49	2.50
Teacher	102	21.2	446	20.96	0.24	1.13
Principal Teacher	46	25.75	84	25.05	0.7	2.72
Depute Head	7	29.11	28	28.74	0.37	1.27
Head Teacher *2	9	36.31	19	32.53	3.78	10.41
QIO *3	3	33.02	3	34.2	-1.18	-3.57
QIM	0		1	35.68		
	1021	14.45	3030	12.93	1.52	10.52

*1 Grade M - 2 females are new in post and at bottom of the grade, this will change as they progress up the grade.

*2 Head Teacher - Inverclyde Council have no control over Teaching salaries as they are set nationally. The difference here is due to females being Head Teachers in Pre 5 and Primary schools (18) with only 1 being a Head Teacher in a Secondary school.

*3 QIO - 2 males are new in post and at bottom of the grade, this will change as they progress up the grade

The above table indicates the average basic total hourly pay (excluding overtime) for both male and female employees for grades in which both sexes are employed.

Across the whole organisation, and taking into account all roles, the average total hourly rate for female employees in 2013/2014 was £12.93. The figure for male employees is £14.45.

This represents a total pay gap for the organisation of 10.52%

11.2 Occupational Segregation by Job

Roles which are female dominant (greater than 70% occupancy)

Job Title	Female	Male	% Female	Headcount
Breakfast Club Assistant	15	0	100%	15
Catering Manager	26	0	100%	26
Facilities Keyholder (Cleaning)	11	0	100%	11
Library Assistant	20	0	100%	20
Senior Early Years Ed C/Care Officer	10	0	100%	10
Social Work Assistant	14	0	100%	14
Supervisory Assistant	12	0	100%	12
Catering Assistant	118	1	99%	119
Early Years Educ Child Care Officer	127	2	98%	129
ASN Auxiliary	127	4	97%	131
Classroom Assistant	73	2	97%	75
Facilities Assistant (Cleaning)	129	5	96%	134
Home Support Worker	310	12	96%	322
Depute Head Teacher Primary	18	1	95%	19
Learning Assistant Special Schools	39	2	95%	41
Basic Teacher Primary	235	14	94%	249
Clerical Assistant	164	11	94%	175
Facilities Supervisor (Cleaning)	30	2	94%	32
Homemaker	13	1	93%	14
Principal Teacher Primary	13	1	93%	14
Family Support Worker	10	1	91%	11
Learning Assistant	32	3	91%	35
Customer Service Representative	17	2	89%	19
Senior Clerical Assistant	69	9	88%	78
Senior Home Support Worker	23	3	88%	26
Admin Assistant	28	5	85%	33
Basic Teacher Special	28	5	85%	33
Head Teacher Primary	16	3	84%	19
Basic Teacher	10	2	83%	12
Social Support Worker	15	3	83%	18
Social Worker	65	14	82%	79
Social Worker Senior Practitioner	9	2	82%	11
Day Centre Officer	17	5	77%	22
Mobile Alarm Attendant	10	3	77%	13

Residential Worker (Nights)	8	3	73%	11
Senior Social Worker	8	3	73%	11
Benefits Assessor	10	4	71%	14
Occupational Therapy Assistant	7	3	70%	10

Roles which are male dominated (greater than 70% occupancy)

Job Title	Female	Male	% Male	Headcount
Bus Driver	0	12	100%	12
Chargehand Gardener	0	17	100%	17
Chargehand Refuse Driver	0	15	100%	15
Gardener (Qualified)	0	12	100%	12
Gardener (Unqualified)	0	10	100%	10
Janitor	0	11	100%	11
Park Attendant	0	17	100%	17
Refuse Labourer	0	26	100%	26
Roadworker	0	17	100%	17
Street Sweeper	0	36	100%	36
Technician	0	11	100%	11
Sole Janitor	2	15	88%	17
Community Warden	3	20	87%	23

12. Equal Pay Statement

Policy Statement

Inverclyde Council supports the principles of equal opportunities in employment and believes that all staff, regardless of their gender, race, age, pregnancy and maternity, gender reassignment, sexual orientation, religion or belief, marital / civil partnership status, ethnic origin and disability should receive equal pay for the same or broadly similar work, for work rated as equivalent and for work of equal value.

We believe it is in the Council's interest to ensure that pay is awarded fairly and equitably and proactive steps are taken to address equality issues and pay gaps between men and women. Unless barriers to men's and women's participation in occupations stereotypically dominated by one gender, and to women achieving the most senior posts are removed, then the Council cannot be confident that it is recruiting the most skilled and talented individuals.

We believe, therefore, that we should operate a pay and grading system which is transparent, based on objective criteria and free from bias, on any grounds. We aim to avoid unfair discrimination, to reward fairly the skills, experience and potential of all employees thereby increasing motivation, loyalty, productivity and effectiveness and to enhance the Council's reputation and image.

The Council uses an analytical job evaluation system to assess the value of jobs and their place in the Council's grading structure. For teachers, promoted posts are subject to job sizing for salary purposes.

Our Objectives

We have one simple objective:

- To eliminate any unfair, unjust or unlawful practices that impact on pay equality

Our Actions

In order to put Inverclyde Council's commitment to providing equal pay into practice, we will:

- Continue to work with trade union representatives after implementation of job evaluation and the Single Status Agreement which had developed a new pay and grading model free of sex-bias.
- The new Pay & Grading model introduced at Single Status is based on the national Job Evaluation scheme which was then applied locally following an equality impact assessment by a national expert.
- Pay and Grading and Allowances and Conditions of Service were all looked at for equality implications by the expert at that time. A favourable EqIA was carried out in March 2013 by an independent expert.
- In partnership with trade unions, implement regular equal pay reviews in line with EHRC guidance for all staff, to identify any pay gaps and their causes.
- Assess and review the findings of the equal pay review and take action to

- address the gaps identified.
- Provide training and guidance for those involved in determining pay and benefits.
 - Inform employees of how these practices work and how their own pay is determined.
 - Respond to grievances on equal pay as a priority.
 - Monitor pay statistics annually.

Responsibility for Delivering the Policy

The Council's Head of Education is the Corporate Management Team lead officer for monitoring and promoting equality across the Council and ensuring the delivery of the Council's Equality Outcomes. The Head of Organisational Development, Human Resources and Communications is responsible for meeting equalities duties in respect of employment and equal pay. He will be responsible for ensuring the commitments made in this policy are implemented.