
Report To:	Policy and Resources Committee	Date:	21 May 2013
Report By:	Albert Henderson (Corporate Director Education, Communities and Organisational Development)	Report No:	PRO87/13/AH/WB
Contact Officer:	Wilma Bain (Head of Education/Chair of Corporate Equalities Group)	Contact No:	01475 712824
Subject:	The Equality Act 2010 – Specific Duties: Equality Outcomes and Mainstreaming Report		

1.0 PURPOSE

- 1.1 The purpose of this report is to provide the Policy and Resources Committee with a set of draft Equality Outcomes and a Mainstreaming Report which are both required to be published by 30 April 2013 as part of our legislative duties under The Equality Act 2010.

2.0 SUMMARY

- 2.1 The bulk of the work undertaken by the Corporate Equalities Group since it reconvened has been to understand the legislative duties outlined in the 2010 Equality Act, and what these mean for Inverclyde Council.
- 2.2 To ensure the Council was addressing the legislative requirements from The Equality Act 2010, a series of Equality Act 2010 awareness-raising sessions for Directors, Heads of Service, Service Managers, Elected Members, Head Teachers and Heads of Early Years establishments were delivered by the Corporate Equalities Group. In addition, Directorates were supported with the production of Equality Outcomes through advice being built into Directorate Planning guidance, a workshop for staff directly involved in Directorate Planning, and a series of drop-in clinics on Directorate Planning which also supported the production of Equality Outcomes.
- 2.3 If the Equality Outcomes do not seek to further the needs of the General Duty in relation to every relevant protected characteristic, we must publish reasons why. The draft Equality Outcomes for Inverclyde Council cover all protected characteristics.
- 2.4 By no later than 30 April 2015, we must publish a report on the progress made to achieve the Equality Outcomes we publish on 30 April 2013. Thereafter we must report on progress at intervals of not more than 2 years from the date on which our last report was published.
- 2.5 A fresh set of Equality Outcomes must be published within 4 years of publishing the previous set of Equality Outcomes.
- 2.6 The Equality Outcomes (shown in Appendix 1 of the Mainstreaming Report) have been taken from, or rolled up from, the Council's Corporate Directorate Improvement Plans (CDIP) and contribute to the delivery of the General Duty and Specific Duties of the Single Equality Act 2010.
- 2.7 The Mainstreaming Report outlines the progress we have made to make the Equality Act legislative duties integral to the exercise of our functions as a Council.
- 2.8 Under the Specific Duties, Education Authorities are required to publish their Equality

Outcomes and Mainstreaming Report separately from their partner Local Authority. Inverclyde Council's Education Equality Outcomes and associated Mainstreaming Report are shown as appendices 2 and 3 in the attached Mainstreaming Report.

3.0 RECOMMENDATIONS

- 3.1 The Policy and Resources Committee is asked to approve the draft Equality Outcomes and associated Mainstreaming Report.

Albert Henderson
Corporate Director of Education, Communities and Organisational Development

4.0 BACKGROUND

- 4.1 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

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- publish an equal pay statement
 - consider award criteria and conditions in public procurement

Under the Specific Duties, Education Authorities are required to publish their Equality Outcomes and Mainstreaming Report separately from their partner Local Authority. A draft set of Equality Outcomes and associated Mainstreaming Report for Inverclyde Council will be presented for approval to the Education and Communities Committee at their next meeting on 7 May 2013.

5.0 PROPOSALS

5.1 None

6.0 IMPLICATIONS

6.1 Finance

To support Inverclyde Council's commitment to the principle of equality of opportunity, a temporary Equalities Officer post has been advertised to support to the Council on promoting equality of opportunity and eliminating unlawful discrimination in service delivery both as an employer and a provider of services to the community.

6.2 Legal

There are legal implications if we do not publish our Council and Education Authority Equality Outcomes on 30 April 2013.

6.3 Personnel

There are no personnel implications.

6.4 Equalities

This paper aims to progress the Council's commitment to Equalities and in doing so comply with the associated legislative requirements for the Education Authority.

7.0 BACKGROUND PAPERS

7.1 None

THE EQUALITY ACT 2010 – MAINSTREAMING REPORT (APRIL 2013)

Getting It Right For Every Child, Citizen and Community

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.

The Equality Act 2010 – Key Messages

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:

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- 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

The Role of the Council's Corporate Equalities Group

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.

Key outputs from the Corporate Equalities Group since it reconvened in September 2010 include:

- a portal facility has been set up on ICON containing all Council equalities advice documents and associated templates
- there has been a revision of the Equality Impact Analysis guidance and toolkit
- Equality Impact Analysis is now built into the budget savings process across all Directorates
- the inclusion of consideration of Equality and Diversity (in particular in relation to the Specific Duties) is now in the revised Directorate Planning guidance
- an Equality and Diversity e-learning course has been developed which is now a compulsory element of induction procedures for all new Council employees
- Translation and Interpretation support/information established
- Inverclyde Council participated in the In-Ren Project which focused on community engagement with minority ethnic groups (October 2011 - April 2012)

- A series of Equality Act 2010 awareness-raising sessions for Directors, senior managers and elected members were delivered
- A workshop was delivered to support Directorate/Services with the identification of appropriate Equality Outcomes

Supporting Directorates/Services to Meet General Duty and Specific Duties

Following a series of Equality Act 2010 awareness-raising sessions for Directors, Heads of Service, Service Managers and elected members, the Corporate Equalities Group focused on supporting Directorates with the publication of Equality Outcomes to ensure the Council met its legislative requirement for 30 April 2013.

Advice on equality outcomes has been included in the Council's new Directorate Planning Guidance. Directorates were encouraged to prepare Equality Outcomes and Directorate/Service Plans in tandem, using the Equality Outcomes as a way of helping Directorates to meet strategic priorities.

Directorates were advised that Directorate Plans should include improvement actions which will be undertaken to make sure the Directorate is meeting its public sector duty on equality and should list any Equality Impact Assessments carried out or to be carried out on key policies referenced in the Plan.

To further support Directorates with the preparation of Equality Outcomes, the Corporate Equalities Group delivered a ½ day workshop entitled 'Preparing Equality Outcomes' in December 2012 for those members of staff who would be involved in the production of Directorate Plans for 2013/16. To support this process 'drop-in' clinics were organised to support Directorates with the production of Directorate Plans and the associated production of Equality Outcomes.

Equality Outcomes and Next Steps

The Equality Outcomes (shown in Appendix 1) 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 in Appendix 2 and the associated mainstreaming report is outlined in Appendix 3.

Appendix 4 shows the required employment data on the composition of Inverclyde Council's workforce and gender pay gap, including statements which set out our policy on equal pay and information on occupational segregation.

Where do we want to be?

- Requirements of the General Duty and Specific Duties are embedded in service delivery across all Directorates
- Service delivery better meets the needs of people with protected characteristics

How will we get there?

- continue to provide support and guidance to all Directorates
- appoint an Equalities Officer to progress the Council's commitment to Equalities consistently across all services to ensure better outcomes
- increase representation on Corporate Equalities Group to include a wider range of people with protected characteristics
- implement and monitor the Corporate Equalities Group action plan for 2013/14
- develop an Equalities Monitoring Framework (including workforce monitoring and Service user monitoring) to assist with the implementation of the public sector duty.

Conclusion

The Equality Act 2010 informs how we deliver our services, and we are committed to ensuring that equality of opportunity is reinforced at the highest level through our decision-making processes, strategies and plans.

The public sector equality duty is about achieving real and positive outcomes for men and women across Scotland, and Inverclyde Council will strive to ensure that the communities of Inverclyde will benefit from this equality duty at a local level. We are committed to creating a culture where Service delivery practices recognise, respect, value and harness difference for the benefit of all service users, members of the public and employees.

Corporate Directorate Improvement Plan Actions - Delivering the Equality Duty

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.

The outcomes which are set out below 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.

There are a number of other improvement actions which feature in each CDIP which also contribute to the delivery of equality and diversity across the Council which are not duplicated here, but can be found in the CDIPs by clicking here [add hyperlink once CDIPs are published on web].

Council services provide support for a wide variety of Inverclyde’s population and some of these services are tailored to particular protected characteristics for example:

- English as a Second or Other Language (ESOL) Provision through Community Learning and Development
- Inverclyde Centre for Independent Living
- Older people’s services
- Early years services
- Additional Support Needs services in Education
- Violence Against Women Multi Agency Partnership
- Pavements have dropped kerbs and textured pavements

There remain, however, a number of areas where we want to improve outcomes for our children, citizens and communities with protected characteristics. These are set out in the table below.

- The General Duty is:
 1. Eliminate unlawful discrimination, harassment and victimisation
 2. Advance equality of opportunity between people from different groups
 3. Foster good relationships between people from different groups
- Wellbeing outcomes – these are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

DRAFT EQUALITY OUTCOMES – APRIL 2013

Equality Outcome	Performance Indicators	General Duty - which part? 1. Eliminate 2. Advance 3. Foster	Lead Directorate, Service or Group	Well-being Indicator
Through an increase in third party reporting facilities, people with protected characteristics feel safer within their communities, and levels of hate crime are reduced.	<ul style="list-style-type: none"> • Number of employees trained in third party reporting • Number of establishments offering third party reporting • Number of hate crimes reported • Community feedback 	All	Corporate Equalities Group in partnership with Police Scotland	Safe
Council employees and elected members are able to respond confidently and appropriately to the needs of Service users and colleagues who have protected characteristics.	<ul style="list-style-type: none"> • Number of employees and elected members who have undergone Equalities training • Feedback from employees and Service users 	All	Corporate Equalities Group HR	Respected Responsible
Increased targeted engagement with Inverclyde's children, citizens and communities who have protected characteristics.	<ul style="list-style-type: none"> • Increase in the range of community groups with protected characteristics that the Council is engaging with • Feedback from community groups disaggregated by protected characteristics 	All	Corporate Equalities Group Community Engagement & Capacity Building Network	Included

Equality Outcome	Performance Indicators	General Duty - which part? 1. Eliminate 2. Advance 3. Foster	Lead Service or Group	Well-being Indicator
All services consistently gather and analyse information on their Service users by protected characteristics, where appropriate, which is used to inform Improvement Planning.	<ul style="list-style-type: none"> • Service user data is disaggregated by protected characteristics, where appropriate • Service user data is included as part of self-evaluation processes 	All	Corporate Equalities Group Corporate Policy Team	Included
Community Health Care Partnership				
All staff have a greater awareness of the needs of groups with protected characteristics	<ul style="list-style-type: none"> • Services have made further improvements through the views of people with protected characteristics 	All	CHCP	Healthy Nurtured Respected Responsible Included
Narrow the health inequalities gap through clearly defined programmes of action by our services and in conjunction with our partners	<ul style="list-style-type: none"> • Barriers to all services are removed for people with protected characteristics • Services have made further improvements by taking the views of people with protected characteristics into account 	All	CHCP	Healthy Included
Reduced discrimination is faced by Lesbian, Gay, Bisexual and Transgender people, sensory impaired people and people with learning disabilities in our services	<ul style="list-style-type: none"> • Services have made further improvements through the views of people with protected characteristics 	1, 2	CHCP	Healthy Nurtured Respected Responsible Included

Equality Outcome	Performance Indicators	General Duty - which part? 1. Eliminate 2. Advance 3. Foster	Lead Directorate, Service or Group	Well-being Indicator
Information on how different groups access and benefit from our services is more routinely available and informs service planning	<ul style="list-style-type: none"> • We will monitor use of translation, alternative formats and website, and monitor implementation of CSLP; AIP and CSP 	All	CHCP	Healthy Nurtured Respected Responsible Included
Education, Communities and Organisational Development				
Services for women affected by domestic abuse are tailored to their needs with intervention focused on family centred approaches	<ul style="list-style-type: none"> • Evidence of involvement through engagement groups • Engagement with women feeds into development and delivery of services • Women who are subjected to Gender Based Violence feel better supported. 	All	Safer and Inclusive Communities	Safe Nurtured Respected Responsible Included
The Council has up-to-date data regarding the protected characteristics of employees	<ul style="list-style-type: none"> • Number of employee survey returns 	All	HR	Respected Included
Craft workers are assimilated in single status terms and conditions for Local Government employees	<ul style="list-style-type: none"> • Evidence of consultation with employees and Trade Unions • Results from Job Evaluation • Number of contracts issued 	All	HR	Respected Included

Equality Outcome	Performance Indicators	General Duty - which part? 1. Eliminate 2. Advance 3. Foster	Lead Directorate, Service or Group	Well-being Indicator
Employees have access to leadership development and training opportunities through the Council's workforce development and planning process	<ul style="list-style-type: none"> • Number of staff trained • Number of staff undertaking leadership roles 	1, 2	HR	Achieving Included
People with disabilities get the support to access the technology that they need, no matter which library they use.	<ul style="list-style-type: none"> • Increased numbers of people using library-provided assistive technologies • Users report increased confidence in accessing adaptive technologies 	All	Libraries, Museums and Archives	Included Achieving
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.	<ul style="list-style-type: none"> • Improved customer satisfaction levels • Improved levels of staff confidence 	All	Libraries, Museums and Archives	Included
The McLean Museum and Watt Library are fully accessible to people with disabilities, and have been designed with disabled users' needs in mind.	<ul style="list-style-type: none"> • Increased customer satisfaction levels • Increased visitor figures 	All	Libraries, Museums and Archives	Included Respected Responsible
Environment, Regeneration and Resources				
Council buildings do not have any barriers to access and better meet the needs of citizens including access, prayer rooms etc	<ul style="list-style-type: none"> • % of public areas with Council buildings suitable for and accessible to disabled people 	1,2	Property Assets and Facilities Management	Included

Equality Outcome	Performance Indicators	General Duty - which part? 1. Eliminate 2. Advance 3. Foster	Lead Directorate, Service or Group	Well-being Indicator
The condition of roads and pavements do not prevent older people and those with mobility impairment from accessing shops, services and transport.	<ul style="list-style-type: none"> • % of the road network that should be considered for maintenance treatment 	1,2	Environmental and Commercial Services	Active Included
The Customer Service Centre (CSS) is able to offer a range of communication options which meet the needs of people with protected characteristics	<ul style="list-style-type: none"> • Range of options available for engaging with CSS are available • Translation and Interpretation is offered 	1,2	Customer Services	Included
Corporate Procurement will ensure that equality impact assessment is built into the tendering process as part of its commodity strategy	<ul style="list-style-type: none"> • No of tenders received and equality impact assessments undertaken 	All	Finance	Included

Education Specific Equality Outcomes

Equality Outcome	Performance Indicators	General Duty Which part?	Lead Service/Group	Well-being Indicator
All children and young people get the support they need in relevant areas through the Staged Intervention and Assessment process	<ul style="list-style-type: none"> • Increased levels of attainment and achievement across all protected characteristics • Relevant paperwork completed and acted upon 	All	Education	Included Achieving
All staff use Equality guidance to promote equal opportunities, fairness, justice, good relations and positive attitudes to all members of their community	<ul style="list-style-type: none"> • All pupils can fully access the curriculum with no barriers to their learning 	All	Education	Included
All school communities recognise and respect people of diverse age, race, faith, gender, sexual orientation, disability and ethnic culture	<ul style="list-style-type: none"> • Equalities outcomes are embedded in the policies, values and practices of all our educational establishments 	All	Education	Included

EDUCATION SERVICES

EQUALITIES – MAINSTREAMING REPORT (as at April 2013)

INTRODUCTION

Education Authorities are required by the General Duty of the Equality Act 2010 to:

- Eliminate discrimination
- Advance equality of opportunity, and
- Foster good relations

Under the Specific Duties, Education Authorities are required to publish their Equality Outcomes and Mainstreaming Report separately from their partner Local Authority. In addition, Education Authorities are required to publish employment information. The information required under the Specific Duties must be published by 30 April 2013.

To address the requirements of the Equality Act 2010, an Education Focus Group, with representation from early years, primary and secondary sectors, as well as Psychological Service, Community Learning and Development and teacher Trade Unions, produced a draft set of Equality Outcomes based on the “Getting it Right for Every Child” agenda and using the advice and guidance from the Equality and Human Rights Commission:

- All children and young people get the support they need in relevant areas through the Staged Intervention and Assessment process
- All staff use Equality guidance to promote equal opportunities, fairness, justice, good relations and positive attitudes to all members of their community
- All school communities recognise and respect people of diverse age, race, faith, gender, sexual orientation, disability and ethnic culture

These outcomes encompass all three parts of the General Duty. They will be achieved by continuing to embed the ‘Responsibilities of All’ in the principles and practices of the health and wellbeing curriculum leading to effective support for all learners to achieve positive outcomes across learning, and by working together to strive for sustainable improvement in our educational establishments.

The draft outcomes were later approved by Heads of education establishments and the Council’s Corporate Equalities Group. These Equality Outcomes will be presented to the Education and Communities Committee on 7 May 2013 for approval.

BACKGROUND TO THE PROGRESS MADE IN MAINSTREAMING THE EQUALITY DUTY

The Equality Champions (Education) Focus Group was established to raise awareness of equalities issues and to act as an advisory group for Education Services. This is the main consultative group for equalities in Education, and equality-related issues are routinely referred to this group. The membership of this group was revised at the start of session 2012/13.

The remit of the group consists of four strands, namely:

1. To ensure that Education Services staff – including school staff – are kept well informed about the meaning of ‘equality’
2. To identify equality issues across Inverclyde schools that need to be addressed
3. To offer advice for schools through a series of ‘Equalities Advice Notes’
4. To contribute to reviews of documentation and procedures as appropriate

The Equality Champions (Education) Focus Group has to date issued a series of Equalities Advice Notes to schools and establishments:

- Equalities advice note 1.1 Ethnic dress, diet and worship (revised)
- Equalities advice note 1.2 Racist Incident reporting
- Equalities advice note 1.3 LGBT
- Equalities advice note 1.4 Disability
- Equalities advice note 1.5 Equality Act 2010
- Equalities advice note 1.6 Examples of schools’ equalities work

This has contributed to existing good practice and continuous improvement in the three main strands: equality, diversity and inclusion. Inverclyde schools/ educational establishments can demonstrate many examples of good practice in relation to all three strands. The list below highlights good practice that we are aware of in Inverclyde. This is *not* in any way intended to be a prescriptive or an exhaustive list.

As well as providing a summary of the sort of things that go on in our schools/educational establishments, it could also be useful to schools preparing for inspection in terms of them not overlooking good work that they are actually doing. It may also help with the completion of the equalities section in annual Standards and Quality Reports by reminding people of the sort of activities they could mention.

Examples:

- Taking account of cultural backgrounds and meeting language needs
- Vetting resources/ materials for stereotyping
- Establishing vision and values and promoting these (e.g. respect, inclusion)
- Involving parents in their child’s education in order to improve learning for all
- Celebrating diversity through events and embracing all cultures and religions
- Working with disaffected learners and their families to motivate or reintegrate
- Providing Access courses to ensure that the needs of all learners are met
- Recognising achievement and promoting tolerance and diversity through assemblies
- Promoting rigorous anti-bullying policies that protect people with ‘protected characteristics’ (e.g. bullying relating to ethnicity, gender orientation etc.)
- Promoting equality and diversity widely through the curriculum

- Promoting a sense of global equity/ fairness through global citizenship
- Having a family worker who meets all new families and makes home visits, promoting equality objectives
- Participating in the 'Creating Confident Kids' programme
- Bystander project – 'Mentors In Violence Prevention (MVP) Scotland'
- Being proactive in developing positive and supportive relationships with parents especially those who are experiencing challenging circumstances
- Adapting the building and providing mobility training to ensure access for all
- Developing strong links with a neighbouring denominational/ non-denominational school
- Changing the timing and organisation of parents' evenings to accommodate the working patterns of parents from ethnic minority backgrounds
- Holding a whole-school anti-racist event (e.g. assembly) to combat racist views
- Hosting a year or class event (e.g. Show Racism the Red Card) to tackle racism
- Taking forward an initiative based on work with an overseas partner school aimed at developing greater understanding of equality and diversity
- Focussing on raising boys' attainment to address attainment differences
- Addressing gender barriers in work experience/ world of work, sport, dance and other extra curricular activities
- Inviting more gender/ race role models to come into school
- Working on emotional literacy/self-esteem with disadvantaged young people
- Talking about people being different and providing opportunities for discussion
- Ensuring learners have equal access to the four aspects of learning including outdoor learning

Protected Characteristic	Some features of good practice	Example
Disability	<ul style="list-style-type: none"> • Disabled access and facilities/ equipment • Inclusive ethos • Promotion of understanding of disability • 'Reasonable adjustments' made 	A pupil with Downs Syndrome is coming into P3. Community Health staff come into the P3 class before the pupil arrives and also afterwards to help the pupils understand and to explain how they can help.
Race	<ul style="list-style-type: none"> • Culture of respect • Vetting of resources for stereotypes • Challenging racist attitudes • Other cultures valued 	As a follow-on from Show Racism the Red Card's 'Islamophobia' workshop, senior pupils plan and run an anti-racism day for S1 to S3.

Sex (Gender)	<ul style="list-style-type: none"> No glass ceilings – e.g. subject choice No barriers in extra curricular Confronting sexist attitudes Male/ female role models 	A school carries out a rigorous evaluation of their option choice process, with particular focus on choice by gender. An action plan is drawn up based on the findings
Sexual orientation	<ul style="list-style-type: none"> Tolerance as a core value Strong anti-bullying strategy Pastoral support Multi-agency working, as required 	A male friend of an openly gay male pupil is subject to repeated name-calling. The school addresses this through bringing in a counsellor to work with a group of pupils to encourage more tolerant attitudes.
Gender Reassignment (transgender)	<ul style="list-style-type: none"> Awareness raising as appropriate (staff and other/ certain pupils) Sensitivity over e.g. facilities Working closely with parents Close working with health professionals 	A S3 girl discloses that she wishes to be treated as a boy. Staff from a transgender support organisation are invited into the school to lead training and information sessions for staff and for the girl's year group.
Religion or belief	<ul style="list-style-type: none"> Tolerance of different views Promotion of respect for other faiths and for people with no religious belief Alternative arrangements for individuals where appropriate (e.g. religious observance) 	(Approaches may vary in denominational and non denominational schools in the delivery of RE) Work has been carried out by the pupils of St Stephen's High School and Port Glasgow High School, who share a school campus, to develop a better understanding of different religions and beliefs
Pregnancy and maternity	<ul style="list-style-type: none"> Promoting multi-agency working Facilitating continuing education Pastoral support 	Home tutor support is organised for a pupil who is pregnant, and arrangements made to enable her to sit her exams.
All of the above	<ul style="list-style-type: none"> Overarching equalities day or event with the focus on Inverclyde Education Services' core values of respect, honesty and tolerance (plus the school's additional core values) 	Includes input from a theatre group on fairness and on the different perspectives on an issue

DEVELOPMENT OF EQUALITY POLICY

An Equality Policy has been developed by the Equality Champions (Education) Focus Group with support from the Corporate Equalities Group. The purpose of the Equality Policy is to describe Education Services' focus in promoting equality and providing a coherent approach to tackling and addressing discrimination, harassment and disadvantage wherever it is found. The policy, based directly upon statutory requirements, will enable schools and educational establishments to:

- guide and support arrangements to promote equal opportunities, fairness and justice for all, and eliminate unlawful discrimination and harassment/bullying
- develop appropriate, relevant learning and teaching experiences, and effective working practices in relation to equalities
- ensure compliance with statutory duties introduced by legislation such as the Equality Act 2010

The following principles underpin this policy:

- a commitment to realising the potential of all children, young people, Communities and staff within equal and inclusive learning environments by;
 - putting people at the heart of what we do
 - nurturing an ethos of achievement
 - striving for sustainable improvement
 - working co-operatively
- a commitment to consult and include all stakeholders in relation to the development of education services, promotion of equal opportunities and development/review of all equality schemes
- the elimination of unlawful discrimination and harassment/bullying (on grounds of race, disability, gender/gender reassignment, faith and age)
- the promotion of equal opportunities, good relations and positive attitudes between people of all ages, faiths, cultures, ethnic groups and sexual orientation
- a commitment to participate, both locally and nationally, in the development of equality resources and events including those that celebrate diversity

Roles and Responsibilities

The Equality Policy outlines clear roles and responsibilities for the following stakeholders:

Director of Education and Heads of Service

The Director of Education and Heads of Service are responsible for implementing this policy by:

- promoting equal opportunities, fairness, justice, good relations and positive attitudes across and between all members of Education Services
- recognising, valuing, promoting and celebrating diversity across Education Services
- supporting schools and early years establishments to implement this policy and monitor its impact
- supporting educational establishments to develop their working practices through the provision of information, guidance and professional development opportunities
- evaluating, assessing and reporting on the impact of the policy
- collating and monitoring equalities data from schools and educational establishments and publishing this data as appropriate

Head Teacher/Head of Establishment

The Head Teacher/Head of Establishment is responsible for implementing this policy by:

- supporting Education Services in fulfilling its statutory duties and associated priority actions
- designating one or more senior/promoted member(s) of staff within the school/educational establishment to undertake specific equality responsibilities

- evaluating the extent to which all policies, schemes and practices promote equality and eliminate discrimination and harassment/bullying across the educational establishment
- providing data as required by Education Services including:
 - educational outcomes for male and female learners
 - learners' access to the curriculum eg course choices
 - educational outcomes for looked after children and young people
 - the achievements of learners with disabilities
 - attendance/exclusion data
 - the educational opportunities available for pupils for whom English is an additional language

Senior Members of Staff

Designated senior/promoted staff have responsibility for implementing this policy by:

- promoting equal opportunities, fairness, justice, good relations and positive attitudes across and between all members of the school/early years establishment
- recognising, valuing, promoting and celebrating diversity across the entire school/early years establishment as appropriate
- ensuring that the equality policy is understood, adhered to and promoted across the entire school/early years establishment as appropriate
- ensuring that the needs of all learners (particularly vulnerable learners) are identified and met by employing approaches which encourage access to and remove barriers from learning
- supporting all members of the educational establishment in fulfilling their equality responsibilities
- liaising, as appropriate, with the relevant Head of Service and Continuous Improvement Team on equality matters
- ensuring that all incidents of alleged discrimination and harassment/bullying are recorded and investigated with appropriate action taken
- providing regular information and guidance and promoting professional development opportunities, in relation to equality, for all staff
- co-ordinating work on equality matters for pupils, staff, parents and the wider school/establishment as appropriate
- supporting the Head Teacher/Head of Establishment in collating data as required by Education Services

All Staff

All staff are responsible for the implementation of this policy by:

- promoting equal opportunities, good relations and positive attitudes across and between all members of the school/early years establishment
- recognising, valuing, promoting and celebrating diversity across the entire school/early years establishment as appropriate
- ensuring that the Equality Policy is understood, adhered to and promoted
- across the entire school/early years establishment as appropriate
- ensuring that the needs of all learners (particularly vulnerable learners) are identified and met by employing approaches which encourage access to and
- remove barriers from learning
- working collaboratively with colleagues, partner agencies and parents/carers to meet the needs of all learners
- supporting the Head Teacher/Head of Establishment and designated senior
- staff in carrying out their respective equality responsibilities
- dealing with and recording alleged incidents of discrimination and harassment/bullying
- acquiring and maintaining knowledge and understanding of relevant Equalities legislation
- participating in equalities-related continuing professional development opportunities.

Parents/Carers

All parents/carers are responsible for the implementation of this policy by:

- promoting equal opportunities, fairness, justice, good relations and positive attitudes across and between all members of the school/early years establishment
- recognising, valuing, promoting and celebrating diversity across the school/early years establishment as appropriate
- supporting members of the school/early years establishment to meet their child's needs by employing approaches at home which encourage access to and remove barriers from learning
- supporting members of the school/early years establishment, especially their own children, to realise their potential
- supporting Education Services and its arrangements for promoting equal opportunities and addressing discrimination, harassment and disadvantage wherever it is found
- reporting all matters of inequality and alleged discrimination and harassment/bullying to the Head Teacher/Head of Establishment

SUPPORT RESOURCES FOR SCHOOLS AND EARLY YEARS ESTABLISHMENTS

The following support resources will assist schools and early years establishments to meet their legislative duties as outlined in the Equality Act 2010:

- **HOW GOOD IS OUR SCHOOL?** (A practical guide to school self-evaluation)

Quality Indicator 5.6 - Equality and Fairness

Themes:

- Approaches to inclusion
- Promoting equality and fairness
- Ensuring equality and fairness

- **HOW GOOD IS OUR COMMUNITY LEARNING AND DEVELOPMENT?**

Quality Indicator 5.9 Inclusion, Equality and Fairness

Themes:

- inclusion of excluded communities, groups and individuals
- addressing barriers to participation
- access to specialist services to meet specific needs
- promoting inclusion, equality, fairness and positive attitudes to social and cultural diversity
- compliance with equalities legislation

- **DOCUMENTS**

- Promoting Diversity and Equality: Developing Responsible Citizens for 21st Century Scotland (Education Scotland February 2013)
- Evaluating education and care placements for looked after children and young people part 1 (HMIE)
- Inclusion and equality part 2 (HMIE) A resource supporting the evaluation of education for pupils with additional support needs in mainstream schools
- Inclusion and equality part 3 (HMIE) A resource promoting good practice in race equality (2004)
- Inclusion and equality part 4 (HMIE) A resource supporting the evaluation of educational provision for bilingual learners
- A closer look at inclusion and equality in particular the needs of gypsy travellers (HMIE)
- Evaluating education and care placements for children and young people in care (HMIE)

- **SOME USEFUL WEB SITES**

- www.equalityhumanrights.com
- www.educationscotland.org.uk
- www.education.ed.ac.uk/ceres
- www.universities-scotland.ac.uk/raceequalitytoolkit

NEXT STEPS

Education Focus Group

The next stage for the Education Focus Group is to update current guidance and produce further guidance for establishments to help them understand the implications of the new legislation for their policies and planning.

We need to ensure that schools and early years establishments understand the legislative requirements and the Focus Group plan to produce a simplified leaflet summarising the main points of the General Duty and Specific Duties, and advice on how best to meet the requirements along with an associated checklist.

The group will also issue advice on incorporating equalities requirements into existing policies and planning using Inverclyde's GIRFEC agenda.

Education Services

To ensure that all schools and early years establishments comply with the legislative General Duty and Specific Duties, Inverclyde Council Education Services will:

- issue comprehensive guidelines/advice notes on equality matters through a series of Equalities Advice Notes giving examples of good practice
- implement and maintain Council-wide monitoring procedures
- provide a range of continuing professional development opportunities for Education staff including an e-learning course on Equalities
- support schools and early years establishments to regularly review their equalities policy and communicate it through school handbooks and school/establishment websites
- Promote and publicise the Equality Outcomes and evidence to demonstrate improvements and good practice in schools/educational establishments



Gender Pay Gap Information

Table 1: Occupational Segregation by Gender by Grade

Equal Work Group	Organisation	Male			Female		
	Count	Count	% of Group	% of Male	Count	% of Group	% of Female
A	208	34	16.35	3.31	174	83.65	5.76
B	223	33	14.8	3.21	190	85.2	6.29
C	603	116	19.24	11.28	487	80.76	16.11
D	752	137	18.22	13.33	615	81.78	20.34
E	300	156	52	15.18	144	48	4.76
F	372	69	18.55	6.71	303	81.45	10.02
G	145	58	40	5.64	87	60	2.88
H	185	56	30.27	5.45	129	69.73	4.27
I	138	48	34.78	4.67	90	65.22	2.98
J	64	24	37.5	2.33	40	62.5	1.32
K	100	46	46	4.47	54	54	1.79
L	19	12	63.16	1.17	7	36.84	0.23
M	3	1	33.33	0.1	2	66.67	0.07
N	12	5	41.67	0.49	7	58.33	0.23
O	26	13	50	1.26	13	50	0.43
C1	1	1	100	0.1	0	0	0
C2	3	3	100	0.29	0	0	0
C3	2	1	50	0.1	1	50	0.03
C4	8	5	62.5	0.49	3	37.5	0.1
C7	1	1	100	0.1	0	0	0
Craft	20	20	100	1.95	0	0	0
Educational Psychologist	4	0	0	0	4	100	0.13
Music Instructor	20	8	40	0.78	12	60	0.4
Teacher	627	116	18.5	11.28	511	81.5	16.9
Principal Teacher	128	44	34.38	4.28	84	65.63	2.78
Deputy Head	43	9	20.93	0.88	34	79.07	1.12
Head Teacher	31	10	32.26	0.97	21	67.74	0.69
Other	13	2	15.38	0.19	11	84.62	0.36
	4051	1028	25.38	100	3023	74.62	100

Inverclyde Council have 4051 employees with an additional 250 multi-post holders. Of this 1028 are male or 25.38% of the overall population. For females the figures are 3023 or 74.62%. This female dominant profile is common in a local authority environment. It is notable that within Grades A through to C7 we note a significant proportion of females in the lowest 6 grades. This represents 1,913 employees or 63% of total female employment. In general females are less well represented in the more senior positions in the Council.

Table2: Occupational Segregation by Gender by Role:

Roles which are female dominant (greater than 70% occupation) are summarised as follows:

Job Title	F	M	% Female	Grand Total
Library Assistant	22		100.00%	22
Learning Assistant	20		100.00%	20
Principal Teacher Primary	16		100.00%	16
Facilities Keyholder(Cleaning)	14		100.00%	14
Supervisory Assistant	13		100.00%	13
Catering Assistant	129	1	99.23%	130
Early Yrs Educ/Child Care Off	131	2	98.50%	133
Classroom Assistant	77	2	97.47%	79
Facilities Assistant(Cleaning)	143	4	97.28%	147
Home Support Worker	366	11	97.08%	377
Customer Service Rep	23	1	95.83%	24
ASN Auxiliary	140	7	95.24%	147
Depute Head Teacher Primary	20	1	95.24%	21
Basic Teacher Primary	224	13	94.51%	237
Facilities Supervisor-Cleaning	32	2	94.12%	34
Social Work Assistant	16	1	94.12%	17
Catering Manager	27	2	93.10%	29
Homemaker	13	1	92.86%	14
Basic Teacher	12	1	92.31%	13
Learning Asst Special Schools	42	4	91.30%	46
Clerical Assistant	176	17	91.19%	193
Depute Head of Centre	9	1	90.00%	10
Family Support Worker	9	1	90.00%	10
Admin Assistant	36	5	87.80%	41
Basic Teacher Special	31	5	86.11%	36
Senior Clerical Assistant	65	11	85.53%	76
Mobile Alarm Attendant	11	2	84.62%	13
Social Support Worker	16	3	84.21%	19
Social Worker	70	14	83.33%	84
Social Worker Snr Practitioner	10	2	83.33%	12
Probationary Teacher	21	5	80.77%	26
Senior Home Support Worker	20	5	80.00%	25
Head Teacher Primary	16	4	80.00%	20
Occupational Therapy Assistant	8	2	80.00%	10
Day Centre Officer	17	5	77.27%	22
Finance Officer	9	3	75.00%	12

Chartered Teacher	52	19	73.24%	71
Senior Social Worker	8	3	72.73%	11
Asst Service Manager	13	5	72.22%	18
Principal Teacher Secondary(G)	17	7	70.83%	24

Roles noted as male dominant are noted as follows:

Job Title	F	M	% Male	Grand Total
Street Sweeper		35	100.00%	35
Refuse Labourer		29	100.00%	29
Chargehand Gardener		18	100.00%	18
Chargehand Refuse Driver/Lab		17	100.00%	17
Roadworker		17	100.00%	17
Bus Driver		14	100.00%	14
Gardener (Unqualified)		13	100.00%	13
Park Attendant		13	100.00%	13
Gardener (Qualified)		12	100.00%	12
Janitor	1	10	90.91%	11
Technician	2	19	90.48%	21
Service Desk Technician	1	9	90.00%	10
Sole Janitor	2	16	88.89%	18
Community Warden	4	20	83.33%	24
School Crossing Patroller	9	23	71.88%	32

The above tables highlight gender dominant roles. These roles reflect the broader occupational segregation experienced across the Local Government sector. There is strong gender based segregation noted in traditional 'female' roles of Teaching and Caring and for 'male' roles in former manual worker categories such as Roadworker, Drivers and Gardeners.

Table 3: Gender pay gap.

Equal Work Group	Male		Female			
	Count	Avg Total Hourly Rate	Count	Avg Total Hourly Rate	Difference (£)	Pay Gap (%)
A	34	6.44	174	6.49	-0.06	-0.86
B	33	6.99	190	7.06	-0.08	-1.09
C	116	8.11	487	8.13	-0.01	-0.18
D	137	8.98	615	8.97	0	0.03
E	156	10.49	144	10.18	0.31	2.98
F	69	12.21	303	12	0.21	1.71
G	58	14.02	87	13.74	0.28	1.99
H	56	15.59	129	15.49	0.1	0.67
I	48	17.13	90	17.23	-0.1	-0.57
J	24	18.81	40	19.02	-0.21	-1.11
K	46	20.64	54	20.51	0.13	0.63
L	12	22.46	7	22.25	0.21	0.92
M	1	24	2	24	0	0
N	5	25.18	7	25.27	-0.08	-0.33
O	13	26.94	13	26.74	0.2	0.73
C1	1	61.46	0			
C2	3	56.06	0			
C3	1	45.67	1	45.67	0	0
C4	5	40.63	3	40.63	0	0
C7	1	34.65	0			
Craft	20	11.61	0			
Educational Psychologist	0		4	26.82		
Music Instructor	8	16.75	12	16.39	0.36	2.14
Teacher	116	18.86	511	18.18	0.67	3.58
Principal Teacher	44	23.52	84	22.42	1.1	4.68
Deputy Head	9	26.8	34	25.51	1.29	4.82
Head Teacher	10	32.98	21	29.45	3.53	10.7
Other	2	30.3	11	17.22	13.08	43.17
	1028	14.12	3023	12.48	1.64	11.63

Inverclyde Council has a gender pay gap in favour of male employees of 11.63% on the basis of the percentage difference between average total hourly rate pay (excluding overtime) between men and women.

3. Equal Pay Audit

The Council undertook an equal pay audit which followed the five step approach as recommended by the Equalities and Human Rights Commission (EHRC) thus:

- Step 1. Decide the scope of the review and identify the data required;
- Step 2. Select jobs of like work, work rated as equivalent or work of equal value;
- Step 3. Apply a standard set of reporting templates to help identify the pay gaps in the organisation;
- Step 4. Find out which aspects of your pay system are contributing to any pay gaps;
- Step 5. Obtain expert advice and guidance on the steps needed to implement equal pay.

Step 1: Decide the scope of the review and identify the data required.

The audit examined the equality of pay by reference to the 'protected characteristics' as defined in the Equality Act 2010. In the act the protected groups are defined as:

- Gender
- Disability
- Age
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion and belief
- Sexual orientation
- Gender re-assignment

The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 specify the requirement to publish a number of key statistics by 30 April 2013. In particular:

1. Gender pay gap information. (see section 2 above);
2. Equal Pay statement relating to equal pay policies for:
 - (i) women and men and;
occupational segregation within its workforce, being the concentration of:
 - (i) women and men (see section 2 above)

The requirement is extended to include similar information in relation to disability and racial groups but this does not apply to the first statement as of April 2013. However the audit was extended to include an analysis by:

- Gender
- Disability
- Ethnicity

The audit incorporated an analysis of pay including base pay and total pay including other additional pay elements.

The data provided for the analysis contained details of all current employees including their salary position at 15th February 2013 values plus all individual pay element allowances on an annualised basis. This data was imported into the 'Equal Pay Reviewer' software tool for analysis.

The scope of the audit covered all employees with the exception of the following specific exclusions from the data:

- Councillors;
- Teachers

In total this provided for a population of 3,185 employee records. Pay and grade arrangements for Teaching staff are out with the control of Inverclyde Council and whilst they are employees of the Council, the pay levels are not within Council control and are therefore excluded from the following analysis.

Step 2: Select jobs of like work, work rated as equivalent or work of equal value;

A critical step in the assessment of equal pay is the measure used for comparison of the various categories of employees. The clearest and most appropriate measure is the 'work rated as equivalent' one whereby employees have been evaluated under an appropriate scheme of job evaluation.

Inverclyde Council has applied the SJC job evaluation scheme up to and including those of Grade O. Implementation of the 'single status agreement' took place several years ago. This covers 3,133 employees. We do have a small number of post holders out with the single status agreement but employed directly by the Council and whose pay levels are under the control of the Council. This includes Senior Management and Craft employees. This increases the number of employees to 3,185.

The scheme of job evaluation applied, the SJC is an objective robust mechanism for the assessment of roles against the 'work rated as equivalent' measure of the Equality Act. The additional Craft and Senior Management employees are presented in their own respective grade groups for presentation here.

Step 3&4: Apply a standard set of reporting templates to help identify the pay gaps in the organisation and find out which aspects are contributing to any gaps;

This section is the bulk of our analysis and will be broken down into component parts thus:

- i. Equality Impact Assessment of the grading structure

- ii. Gender Pay Analysis
- iii. Disability Pay Analysis
- iv. Ethnicity Pay Analysis

i. Equality Impact Assessment of the Inverclyde Council pay Structure

The pay structure

This section will take a top level review of the pay and grading structure currently applied by Inverclyde Council.

The pay structure for all single status staff can be summarised as follows:

GRADE	GRADELINES	SCP's							ANNUAL INC STEPS
A	225	2	4						1
B	245	4	6	8	10				3
C	270	10	12	14	16	18	20		5
D	300	20	22	24	26				3
E	335	26	28	30	32	34	36		5
F	370	36	38	40	42	44	46		5
G	400	46	48	50	52	54	56		5
H	430	56	58	60	62	64			4
I	460	64	66	68	70				3
J	490	70	72	74	76				3
K	530	76	78	80	82				3
L	565	82	84	86	88				3
M	600	88	90	92					2
N	645	92	94	96					2
O	n/a	96	98	100					2

In addition to this Craft workers remain remunerated according to the 'Grey book' scheme of Pay and Conditions of Service which currently sits outside and separate to the single status agreement.

A separate pay structure is in place for Head of Service and Director posts thus.

Chief Exec grade C1 =100% salary.

Corporate Directors -C2 = 89% of the CE

Heads of Service –C4, C5 and C7 are on one of 3 individual rates.

The current single status pay structure is underpinned by the following key principles.

Pay structure based on the SJC Pay Spine

The model analysed is based on the SJC pay spine. The pay structure contains a number of key elements.

- i. Progression through the grade is by one annual step incremental progression equivalent to two SJC scale points as per the grade structure.
- ii. A number of grades contain 'abutment points' i.e. the same increment point on the pay spine appears in the higher grade.
- iii. No grades contain 'overlapping' points whereby a lower increment in the higher grade applies than in the preceding grade.

From a pure design point of view, the assurance of Equal Pay directs us to a number of key principles. Failing to achieve these principles is not a definitive statement of pay inequity; however, the failure to achieve these principles may give rise to challenge in the future.

Good practice encourages us to avoid the adoption of tenure based annual increments beyond five steps.

Amongst the substantive grades, C, F and G contain the largest number of increments, that being a total of 5 steps. Thus it can take an employee five years to progress from minimum to maximum point. This, in 'good practice' terms, is acceptable.

The adoption of overlapping points between grades is potentially discriminatory.

The issue of utilising overlapping points is not always apparent when undertaking an Equal Pay Audit. Where we do have an overlap, there is a potential for an employee to challenge their pay point if this is lower than an overlapping grade on the basis of equal value. In the case of Inverclyde, we note that all grades 'abut' but no grade 'overlaps'. It is reasonable to apply the same increment point at the maximum of a lower grade and at the minimum of a higher grade on the basis that the initial increment in the higher grade is a 'development' point whilst the employee fully develops into the role. Once this is achieved the employee will be paid higher than any employee in the lower evaluated grade. It is reasonable to apply these 'abutting' points.

Total Pay Gap:

If we include all additional pay elements in our analysis to present total pay we note the following pay gap analysis:

Equal Work Group	Male		Female			
	Count	Avg Total Hourly Rate	Count	Avg Total Hourly Rate	Difference (£)	Pay Gap (%)
A	34	6.44	174	6.49	-0.06	-0.86
B	33	6.99	190	7.06	-0.08	-1.09
C	116	8.28	487	8.13	0.15	1.76
D	137	8.98	615	8.99	0	-0.05
E	156	10.53	144	10.18	0.35	3.31
F	69	12.21	303	12	0.21	1.71
G	58	14.09	87	13.74	0.35	2.45
H	56	15.62	129	15.49	0.13	0.82
I	48	17.17	90	17.23	-0.06	-0.35
J	24	18.81	40	19.02	-0.21	-1.11
K	46	20.64	54	20.51	0.13	0.63
L	12	22.46	7	22.25	0.21	0.92
M	1	24	2	24	0	0
N	5	25.18	7	25.27	-0.08	-0.33
O	13	26.94	13	26.74	0.2	0.73
C1	1	61.46	0			
C2	3	56.06	0			
C3	1	45.67	1	45.67	0	0
C4	5	40.63	3	40.63	0	0
C7	1	34.65	0			
Craft	20	11.61	0			
	839	12.58	2346	10.47	2.11	16.77

An overall pay gap is presented in favour of males of 16.77%.

5. Living Wage Proposal Impact Assessment

Inverclyde Council, like most Local Authorities in Scotland, is due to introduce a commitment to increase the total pay rate of their lowest paid employees. An allowance which increases guaranteed total pay to a minimum of £7.50 per hour is to be introduced. The impact that this has on gender pay equity can be summarised as follows:

Firstly, an examination of who will receive the allowance is informative:

Grade	Gender	Job Holders affected	% of total	Total jobholders
A	F	174	100.00%	174
A	M	34	100.00%	34
B	F	190	100.00%	190
B	M	33	100.00%	33
C	F	39	8.01%	487
C	M	14	12.07%	116

All employees in Grades A and B will receive a supplement which effectively equalises pay to £7.50 per hour. Grade C is less affected with 8% of all females and 12% of all males impacted.

The introduction of the new payment has the following impact on the total pay gap:

Equal Work Group	LIVING WAGE Pay Gap (%)	NO LIVING WAGE Pay Gap (%)
A	-0.33	-0.86
B	1.8	-1.09
C	1.82	1.76
D	-0.05	-0.05
E	3.31	3.31
F	1.71	1.71
G	2.45	2.45
H	0.82	0.82
I	-0.35	-0.35
J	-1.11	-1.11
K	0.63	0.63
L	0.92	0.92
M	0	0
N	-0.33	-0.33

Equal Work Group	LIVING WAGE	NO LIVING WAGE
	Pay Gap (%)	Pay Gap (%)
O	0.73	0.73
C1		
C2		
C3	0	0
C4	0	0
C7		
Craft		
	16.30	16.77

An overall pay gap is presented in favour of males of 16.3%. This represents a reduction from the earlier pay gap presented in the main audit report which was 16.77%. We can deduce from this that the proposed living wage supplement contributes to pay equity.

It is important to note that the base pay structure remains unaffected and that those in Grades A, B and C will retain their base pay position. Thus the rate of pay for the job is defined by job evaluation and retains a differentiation between the grades. The additional allowance payment will cover the balance between employees' base pay rate and £7.50 per hour.

The proposal for the introduction of the living wage affects a significant number of low paid female employees which contributes to a small reduction in the pay gap.

Inverclyde Council

Equality in Employment

Monitoring and Employee Profiles



1st April 2012 to 31st March 2013

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1.0 Introduction

Inverclyde Council identified being an employer of choice as a priority to help us deliver quality services needed by the residents of Inverclyde.

The four key drivers identified in delivering this are as follows:-

- High achieving leadership and management
- Building workforce capacity
- Competitive recruitment and retention
- Positive employment experience

Fundamental to achieving this goal is equality of employment opportunities as the Council strives to ensure that equal opportunities underpin all aspects of employment and employment policies. The Council's Equal Opportunities Policy and Equality Outcomes demonstrate commitment from Inverclyde Council to be responsive and inclusive to all equality groups.

2.0 The statutory context

The Equality Act 2010 was introduced in April 2010 and consolidated previous individual pieces of equalities legislation together into one single act to modernise the law and the protections afforded to individuals under the law. The Equality Act should make it easier for individuals to be aware of their rights under the law, and for services and organisations to meet their legal responsibilities also.

The purpose of the Act is to ensure that everyone, whether at work or in using a service has the right to be treated fairly. It protects people from discrimination on the basis of certain characteristics. These are known as protected characteristics and they vary slightly according to whether a person is at work or using a service.

The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion and Belief
- Sexual Orientation
- Sex
- Marriage and civil partnership (the law provides protection in the area of employment and vocational training only)

As a local authority, Inverclyde Council is required to implement the Public Sector Equality Duty in addition to the provisions of employment, education and training. This is comprised of two elements, the general duty and the specific duty.

The **general duty** was developed for public bodies due to the significant impact that the delivery of public services has on people's lives. The general duty is intended to ensure that, if followed, services are designed to meet the diverse needs of the community and are inclusive. The Council is required, when in the exercise of its functions, to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The intention of the equality outcomes we have developed is to tackle any disadvantages which may exist in our communities.

3.0 External Environment

The environment in which the Council recruit, select and retain staff has changed significantly with the introduction of the National Recruitment Portal. One example is councils across Scotland working together and with partners on the development and implementation of a new Equalities in Employment Monitoring form which is now used on the 'myjobscotland' website. The Council now collects additional information relating to caring responsibilities and types of impairment to ensure that our recruitment and employment policies and practices are fit for purpose.

Externally, the recession has continued to see increasing unemployment and a change in the type of jobs that people are applying for. This job uncertainty may also impact on the number of leavers decreasing. We can see the impact of unemployment on the Council with an increase in the average number of people applying for each available post.

4.0 Reporting

This report will be available to the public and to all employees, via the Council website and intranet.

5.0 Data Protection

In producing this monitoring data, the Council has to meet the requirements of the Data Protection Act, in particular to protect the privacy of individuals. Therefore we use a percentage as appropriate.

6.0 Employee Profile - Analysis of 2012/13 Figures

In 2012 the Council began a verification exercise to capture relevant monitoring information across all protected characteristics. IT systems are currently being further developed to be able to report against all characteristics.

The information below represents the whole Council workforce. Education Teaching staff are reported separately.

Inverclyde Council has 4051 employees with an additional 250 employees being multi-post holders, a total of 4301 people.

6.1 Gender

The gender profile is 74.62% female and 25.38% male employees for the Council overall.

Whole Council (%)		
Female	Male	Total
74.62	25.38	100

The gender profile for Education is 78.16% female and 21.84% male employees.

Education Teaching Staff (%)		
Female	Male	Total
78.16	21.84	100

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The number and percentage of the highest paid 2% and 5% of earners among council employees that are women (please note this excludes teachers).

Total number of employees in top 2% = 69 employees

Total number of women employees in top 2% = 29 employees.

Percentage of women employees in top 2% = 42%.

Total number of employees in top 5% = 166 employees

Total number of women employees in top 5% = 79 employees.

Percentage of women employees in top 5% = 47.6%.

The percentages of women and men in the top 2 and 5 percent of earners do not correspond to the proportions of women and men across the Council. Further work is required to investigate where the high earning posts are to identify any barriers to these posts for women. Additionally further work will be undertaken to help women progress in their careers to reach more senior positions, such as the existing Leadership Development Programme.

6.2 Disability

Whole Council by Directorate (%)					
Directorate	Disabled	Not Disabled	Prefer not to answer	Null / Blank	Total
Education, Communities & Organisational Development	1	43.16	13.88	41.96	100
Community Health & Care Partnership	2.55	75.13	17.39	4.93	100
Environment, Regeneration & Resources	0.66	66.98	26.23	6.13	100

Education Teaching Staff				
Disabled	Not Disabled	Prefer not to answer	Null / Blank	Total
0.35	15	0.11	84.54	100

A combined 'prefer not to answer' and 'left blank' may indicate that the real figure for disabled employees could be higher as people may be reluctant to answer this question. Further work may be required to ensure that employees feel confident in declaring that they have a disability.

6.3 Race

Inverclyde Council's employee profile is predominantly White Scottish at 51.93%.

Whole Council (%)	
A. White	
Scottish	51.93
English	0.93
Welsh	0.05
Northern Irish	0.05
British	0.02
Irish	9.4
Gypsy/Traveller	0
Eastern European (e.g. Polish)	0
Other white ethnic group	2.79
B. Mixed or Multiple Ethnic Groups	
Any mixed or multiple ethnic groups	0.05
C. Asian, Asian Scottish or Asian British	
Pakistani, Pakistani Scottish or Pakistani British	0
Indian, Indian Scottish or Indian British	0.98
Bangladeshi, Bangladeshi Scottish or Bangladeshi British	0
Chinese, Chinese Scottish or Chinese British	0.02
Other	0.02
D. African	
African, African Scottish or African British	0.05
E. Caribbean or Black	
Caribbean, Caribbean Scottish or Caribbean British	
Black, Black Scottish or Black British	0.02
Other	0.07
F. Other Ethnic Group	
Arab	0
Other	0
G. Prefer not to answer / Other Ethnic Group	
Prefer not to answer	10.78
Other ethnic group, Please specify	0

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Null / Blank	22.84
Total	100

Education Teaching Staff

Education Teaching Staff (%)	
A. White	
Scottish	13.35
English	0.92
Welsh	
Northern Irish	0.12
British	0.12
Irish	0.12
Gypsy/Traveller	
Eastern European (e.g. Polish)	
Other white ethnic group	0.35
B. Mixed or Multiple Ethnic Groups	
Any mixed or multiple ethnic groups	0.12
C. Asian, Asian Scottish or Asian British	
Pakistani, Pakistani Scottish or Pakistani British	
Indian, Indian Scottish or Indian British	0.12
Bangladeshi, Bangladeshi Scottish or Bangladeshi British	
Chinese, Chinese Scottish or Chinese British	
Other	
D. African	
African, African Scottish or African British	
E. Caribbean or Black	
Caribbean, Caribbean Scottish or Caribbean British	
Black, Black Scottish or Black British	
Other	
F. Other Ethnic Group	
Arab	
Other	0.12
G. Prefer not to answer / Other Ethic Group	
Prefer not to answer	
Other ethnic group, Please specify	
Null / Blank	84.66

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Total	100
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Further work may be required to ensure that employees feel confident in declaring their race/ethnicity. An Equality Outcome has been developed to address the gaps in information held by the Council.

The ethnicity of Council employees largely corresponds to the ethnic breakdown from the 2001 census (using anecdotal evidence we can safely assume that the large majority of the null returns are white Scottish employees).

6.4 Age

The largest percentage of employees are aged between 50 and 59. The number of employees aged under 21 is only 0.5%. With 0.77% of employees working beyond 65yrs of age.

Whole Council	
Age Group Report	Percentage (%)
Under 21yrs	0.5
21-29yrs	7.28
30-39yrs	17.1
40-49yrs	30.23
50-59yrs	36
60-65yrs	8.12
Over 65yrs	0.77
Total	100
Education Teaching Staff	
Age Group Report	Percentage (%)
Under 21yrs	0
21-29yrs	13.95
30-39yrs	23.42
40-49yrs	23.77
50-59yrs	34.36
60-65yrs	4.5
Over 65yrs	0
Total	100

The Council's equality outcome focussing on succession planning, and the work delivered through the Workforce Development Plan will take the age breakdowns into account, particularly in planning for when the largest section of the workforce may be retiring in 10 to 15 years time. Additionally, through this work the Council will

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identify any additional support that older workers who wish to continue in employment may require.

6.5 Marital Status

Whole Council (%)							
Divorced	Living With Partner	Married/ Civil Partnership	Single	Widowed	Prefer not to Answer	Null / Blank	Total
2.41	2.61	39.2	15.6	0.51	19.75	19.92	100

Education Teaching Staff (%)							
Divorced	Living With Partner	Married/ Civil Partnership	Single	Widowed	Prefer not to Answer	Null / Blank	Total
0.69	2.32	10.91	8.01	0.23	6.8	71.31	100.3

6.6 Caring Responsibility

Whole Council (%)					
Yes - children under 18	Yes - other	No	Prefer not to Answer	Null / Blank	Total
19.05	1.45	25.59	30.61	23.3	100

Education Teaching Staff (%)					
Yes - children under 18	Yes - other	No	Prefer not to Answer	Null / Blank	Total
3.83	0.46	10.68	0.25	84.78	100

7.0 Recruitment monitoring - Job Applications

7.1 Job Applicants by gender

Inverclyde Council use the myjobscotland platform as part of the national partnership on the national recruitment portal. The Equal Opportunity questions were designed in partnership with the EHRC and other organisations based on the Scottish Governments 2011 census questions.

During the past year we had 288 adverts on the national recruitment portal with 9379 applications.

Job Applicants Gender	
Whole Council	Percentage (%)
Female	64.99
Male	33.66
Transgender	0.23
Prefer not to Answer	0.2
Null / Blank	0.92
Total	100

Within Education Teaching Staff we had 104 adverts on the national recruitment portal with 1628 applications.

Job Applicants Gender	
Education Teaching Staff	Percentage (%)
Female	82.43
Male	16.95
Transgender	0.12
Prefer not to Answer	0
Null / Blank	0.5
Total	100

Gender breakdown for actual appointments for the whole Council:

518 Appointed Candidates by Gender	
Whole Council	Percentage (%)
Female	65.63
Male	32.43
Transgender	0.38

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Prefer not to Answer	1.56
Total	100

Gender breakdown for actual appointments for Education Teaching Staff:

207 Appointed Candidates by Gender	
Education Teaching Staff	Percentage (%)
Female	78.74
Male	19.8
Transgender	0
Prefer not to Answer	1.46
Total	100

There are no significant differences between numbers of applicants by gender and number appointed across the Council as a whole. In Education there is an imbalance, which ties into wider gender segregation issues, which the Council has a role to play in addressing via education in schools, challenging stereotypical gender roles.

7.2 Disabled Employee Profile

Of the 9379 applications for the whole Council:

Job Applicants by disability	
Whole Council	Percentage (%)
Yes	6.19
No	90.62
Prefer not to Answer	0.54
Null / Blank	2.65
Total	100

Of the 1628 applications for Education Teaching Staff:

Job Applicants by disability	
Education Teaching Staff	Percentage (%)
Yes	2.4
No	94.84
Prefer not to Answer	0.3
Null / Blank	2.46
Total	100

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Disability breakdown for actual appointments for the whole Council:

Appointed with a disability	
Whole Council	Percentage (%)
Yes	3.47
No	92.85
Prefer not to Answer	0.2
Null / Blank	3.48
Total	100

Disability breakdown for actual appointments for Education Teaching Staff:

Appointed with a disability	
Education Teaching Staff	Percentage (%)
Yes	2.9
No	93.23
Prefer not to Answer	0.48
Null / Blank	3.39
Total	100

7.3 Ethnicity

Of the 9379 applications for the whole Council:

Whole Council	Percentage (%)
A. White	
Scottish	88.36
English	0.14
Welsh	
Northern Irish	
British	5.48
Irish	0.75
Gypsy/Traveller	
Eastern European (e.g. Polish)	0.22
Other white ethnic group	1.14
B. Mixed or Multiple Ethnic Groups	
Any mixed or multiple ethnic groups	0.4
C. Asian, Asian Scottish or Asian British	
Pakistani, Pakistani Scottish or Pakistani British	0.28
Indian, Indian Scottish or Indian British	0.51
Bangladeshi, Bangladeshi Scottish or Bangladeshi British	0.03

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Chinese, Chinese Scottish or Chinese British	0.11
Other	
D. African	
African, African Scottish or African British	0.58
E. Caribbean or Black	
Caribbean, Caribbean Scottish or Caribbean British	0.16
Black, Black Scottish or Black British	0.05
Other	
F. Other Ethnic Group	
Arab	
Other	0.05
G. Prefer not to answer / Other Ethnic Group	
Prefer not to answer	0.43
Other ethnic group, Please specify	
Null / Blank	1.31
Total	100

Of the 1628 applications for Education Teaching Staff:

Education Teaching Staff	Percentage (%)
A. White	
Scottish	80.58
English	0.49
Welsh	
Northern Irish	
British	5.22
Irish	0.79
Gypsy/Traveller	
Eastern European (e.g. Polish)	0.12
Other white ethnic group	1.35
B. Mixed or Multiple Ethnic Groups	
Any mixed or multiple ethnic groups	0.49
C. Asian, Asian Scottish or Asian British	
Pakistani, Pakistani Scottish or Pakistani British	0.18
Indian, Indian Scottish or Indian British	1.28
Bangladeshi, Bangladeshi Scottish or Bangladeshi British	

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Chinese, Chinese Scottish or Chinese British	0.18
Other	0.06
D. African	
African, African Scottish or African British	0.06
E. Caribbean or Black	
Caribbean, Caribbean Scottish or Caribbean British	0.12
Black, Black Scottish or Black British	
Other	
F. Other Ethnic Group	
Arab	
Other	0.06
G. Prefer not to answer / Other Ethnic Group	
Prefer not to answer	0.24
Other ethnic group, Please specify	
Null / Blank	8.78
Total	100

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Ethnicity breakdown for 518 actual appointments for the whole Council:

Whole Council	Percentage (%)
A. White	
Scottish	88.22
English	
Welsh	
Northern Irish	
British	5.21
Irish	0.77
Gypsy/Traveller	
Eastern European (e.g. Polish)	0.19
Other white ethnic group	1.54
B. Mixed or Multiple Ethnic Groups	
Any mixed or multiple ethnic groups	0.58
C. Asian, Asian Scottish or Asian British	
Pakistani, Pakistani Scottish or Pakistani British	0.38
Indian, Indian Scottish or Indian British	0.38
Bangladeshi, Bangladeshi Scottish or Bangladeshi British	
Chinese, Chinese Scottish or Chinese British	
Other	
D. African	
African, African Scottish or African British	0.38
E. Caribbean or Black	
Caribbean, Caribbean Scottish or Caribbean British	0.19
Black, Black Scottish or Black British	
Other	
F. Other Ethnic Group	
Arab	
Other	
G. Prefer not to answer / Other Ethnic Group	
Prefer not to answer	0.38
Other ethnic group, Please specify	
Null / Blank	1.78
Total	100

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Ethnicity breakdown for 207 actual appointments for Education Teaching Staff:

Education Teaching Staff	Percentage (%)
A. White	
Scottish	85.5
English	
Welsh	
Northern Irish	
British	6.33
Irish	0.48
Gypsy/Traveller	
Eastern European (e.g. Polish)	
Other white ethnic group	2.89
B. Mixed or Multiple Ethnic Groups	
Any mixed or multiple ethnic groups	0.96
C. Asian, Asian Scottish or Asian British	
Pakistani, Pakistani Scottish or Pakistani British	0.96
Indian, Indian Scottish or Indian British	0.96
Bangladeshi, Bangladeshi Scottish or Bangladeshi British	
Chinese, Chinese Scottish or Chinese British	
Other	
D. African	
African, African Scottish or African British	0.48
E. Caribbean or Black	
Caribbean, Caribbean Scottish or Caribbean British	
Black, Black Scottish or Black British	
Other	
F. Other Ethnic Group	
Arab	
Other	
G. Prefer not to answer / Other Ethic Group	0.96
Prefer not to answer	
Other ethnic group, Please specify	
Null / Blank	0.48

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Total	100
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7.4 Age

Age breakdown of the 9379 applications for the whole Council:

Whole Council - Applicants Age	
Age Group Report	Percentage (%)
Under 21yrs	5.89
21-29yrs	31.79
30-39yrs	22.5
40-49yrs	22.09
50-59yrs	13.83
60-65yrs	1.85
Over 65yrs	0.09
Null / Blank	1.96
Total	100

Age breakdown of the 1628 applications for Education Teaching Staff:

Education Teaching Staff - Applicants Age	
Age Group Report	Percentage (%)
Under 21yrs	0
21-29yrs	47.48
30-39yrs	28.8
40-49yrs	16.27
50-59yrs	5.87
60-65yrs	0.3
Over 65yrs	0
Null / Blank	1.28
Total	100

7.5 Marital Status

Of the 9379 applications for the whole Council:

Whole Council (%)							
Divorced	Living With Partner	Married/ Civil Partnership	Single	Widowed	Prefer not to Answer	Null / Blank	Total

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7.42	10.33	28.59	49.98	0.48	1.2	2	100
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Of the 1628 applications for Education Teaching Staff:

Education Teaching Staff (%)							
Divorced	Living With Partner	Married/ Civil Partnership	Single	Widowed	Prefer not to Answer	Null / Blank	Total
5.34	5.85	28.5	54.91	0.12	2.72	2.56	100

7.6 Caring Responsibility

Of the 9379 applications for the whole Council:

Whole Council (%)					
Yes - children under 18	Yes - other	No	Prefer not to Answer	Null / Blank	Total
30.69	2.5	62.33	0.67	3.81	100

Of the 1628 applications for Education Teaching Staff:

Education Teaching Staff (%)					
Yes - children under 18	Yes - other	No	Prefer not to Answer	Null / Blank	Total
27.14	0.12	65.23	0.73	6.78	100

Further work is required to develop how we access information on age, marital status and caring responsibilities and appointments. Changes are being made to various pieces of software and forms to facilitate this.

8.0 Leavers

During the past 12 months Inverclyde Council had 332 leavers.

8.1 Gender

332 employees leaving	
Whole Council	Percentage (%)
Female	70.18
Male	29.82
Transgender	0
Total	100

Education Teaching Staff had 59 employees leaving:

59 employees leaving	
Education Teaching Staff	Percentage (%)
Female	71.18
Male	28.82
Transgender	0
Total	100

The gender breakdown of leavers is similar to the gender breakdown of all employees and does not highlight any cause for concern.

8.2 Disabled Employee Profile

For the 332 leavers for the whole Council:

Whole Council	Percentage (%)
Yes	2.7
No	61.75
Prefer not to Answer	18.38
Null / Blank	17.17
Total	100

For the 59 leavers for Education Teaching Staff:

Education Teaching Staff	Percentage (%)
Yes	3.4
No	28.81
Null / Blank	67.79

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Total	100
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There is too little information to make a judgement on disabled leavers, but further work requires to be undertaken to fill in the gaps in information as set out in the Council's Equality Outcomes.

8.3 Ethnicity

For the 332 leavers for the whole Council:

Whole Council	Percentage (%)
Scottish	56.33
English	0.9
Welsh	0.6
Northern Irish	
British	
Irish	8.74
Other white ethnic group	3.02
Asian - Indian	
Any mixed or multiple ethnic groups	
Pakistani, Pakistani Scottish or Pakistani British	
Caribbean, Caribbean Scottish or Caribbean British	
Prefer not to answer	11.14
Null / Blank	19.27
Total	100

For the 59 leavers for Education Teaching Staff:

Education Teaching Staff	Percentage (%)
Scottish	74.57
English	23.73
British	
Other white ethnic group	1.7
Prefer not to answer	
Null / Blank	
Total	100

The ethnic breakdown of leavers is similar to that of all staff so once again there are no major concerns.

8.4 Age

For the 332 leavers for the whole Council:

Age Group Report	Percentage (%)
Under 21yrs	2.41
21-29yrs	11.45
30-39yrs	15.66
40-49yrs	19.27
50-59yrs	21.38
60-65yrs	26.51
Over 65yrs	3.32
Total	100

For the 59 leavers for Education Teaching Staff:

Age Group Report	Percentage (%)
Under 21yrs	0
21-29yrs	20.33
30-39yrs	11.85
40-49yrs	13.59
50-59yrs	20.33
60-65yrs	33.9
Over 65yrs	0
Total	100

8.5 Marital Status

For the 332 leavers for the whole Council:

Whole Council (%)							
	Living With Partner	Married/ Civil Partnership	Single	Widowed	Prefer not to Answer	Null / Blank	Total
	2.71	6.33	38.26	18.68	0.9	16.86	16.26
							100

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For the 59 leavers for Education Teaching Staff:

Education Teaching Staff (%)							
Divorced	Living With Partner	Married/ Civil Partnership	Single	Widowed	Prefer not to Answer	Null / Blank	Total
3.39	8.47	6.79	15.26	0	1.69	64.4	100

8.6 Caring Responsibility

For the 332 leavers for the whole Council:

Whole Council (%)					
Yes - children under 18	Yes - other	No	Prefer not to Answer	Null / Blank	Total
13.85	2.1	37.05	27.71	19.29	100

For the 59 leavers for Education Teaching Staff:

Education Teaching Staff (%)					
Yes - children under 18	Yes - other	No	Prefer not to Answer	Null / Blank	Total
8.47	0	18.65	0	72.88	100

9.0 Maternity / Flexible Working Requests

In the past year we have had 138 female employees go on Maternity Leave (71 of these from Education).

41 employees then requested flexible working, 39 applications were approved. The applications which were not approved did not meet the current criteria set out in the Councils flexible working policy.

9.1 Gender

For the 41 flexible working applications for the whole Council:

Flexible Working Requests Gender	
Whole Council	Percentage (%)
Female	90.24
Male	9.76
Transgender	0
Total	100

For the 11 flexible working for Education Teaching Staff:

Flexible Working Requests Gender	
Education Teaching Staff	Percentage (%)
Female	100
Male	0
Transgender	0
Total	100

9.2 Disabled Employee Profile

For the 41 flexible working applications for the whole Council:

Flexible Working Requests	
Job Applicants by disability	
Whole Council	Percentage (%)
Yes	0
No	53.65
Prefer not to Answer	14.64
Null / Blank	31.71
Total	100

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For the 11 flexible working for Education Teaching Staff:

Flexible Working Requests	
Job Applicants by disability	
Education Teaching Staff	Percentage (%)
Yes	0
No	9.1
Prefer not to Answer	45.45
Null / Blank	45.45
Total	100

9.3 Ethnicity

For the 41 flexible working applications for the whole Council:

Flexible Working Requests	
Whole Council	Percentage (%)
Scottish	41.46
Irish	14.63
Prefer not to answer	12.2
Null / Blank	31.71
Total	100

For the 11 flexible working for Education Teaching Staff:

Flexible Working Requests	
Education Teaching Staff	Percentage (%)
Scottish	9.1
Prefer not to answer	45.45
Null / Blank	45.45
Total	100

9.4 Marital Status

For the 41 flexible working applications for the whole Council:

Whole Council (%)							
Divorced	Living With Partner	Married/ Civil Partnership	Single	Widowed	Prefer not to Answer	Null / Blank	Total
0	7.32	58.55	7.32	0	9.76	17.05	100

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For the 11 flexible working for Education Teaching Staff:

Education Teaching Staff (%)							
Divorced	Living With Partner	Married/ Civil Partnership	Single	Widowed	Prefer not to Answer	Null / Blank	Total
0	0	45.45				54.55	100

9.5 Caring Responsibility

For the 41 flexible working applications for the whole Council:

Whole Council (%)					
Yes - children under 18	Yes - other	No	Prefer not to Answer	Null / Blank	Total
82.93	4.87		4.87	7.33	100

For the 11 flexible working for Education Teaching Staff:

Education Teaching Staff (%)					
Yes - children under 18	Yes - other	No	Prefer not to Answer	Null / Blank	Total
63.64	9.09			27.27	100

10.0 Training Applications

Through our Performance Appraisal process, all employees are given access to learning and development opportunities. Applications for internal training are monitored, though attendance at external training, conferences or seminars is not captured.

All CHCP (Social Work) home care staff etc. get SQA linked training and H&S training. To accommodate meeting the needs of our part time female workers if we are planning a training course then we always set dates at the beginning and at the end of weeks to enable part timers to attend at one of the dates.

With the increase in employees accessing e-learning that situation is slowly being improved as employees are given time in the workplace to learn at a time more convenient for the learner.

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To ensure gender equality we have an equal split of female and male managers undertaking each of the leadership programme cohorts.

Inverclyde Council deliver face to face training and moved to an electronic system for personalised e-learning. The two methods will run side by side as some courses are better suited for one method of training.

All applications for tutor-led training were accepted in the past 12 months. Therefore the figures presented for attendance match those for applications.

There were 890 course booker requests covering training requests for 34 courses.

There is another database for teacher training opportunities offered by Education Services. This facility requires further development to enable a breakdown of teacher training uptake by gender, disability and ethnicity.

10.1 Gender

For the 890 training requests for the whole Council:

Course booker requests Gender	
Whole Council	Percentage (%)
Female	58.23
Male	41.57
Transgender	0
Null / Blank	0.2
Total	100

For the 49 training requests for Education Teaching Staff:

Course booker requests Gender	
Education Teaching Staff	Percentage (%)
Female	87.55
Male	12.45
Transgender	0
Total	100

The Council is aware that there is an issue where employees in certain types of posts find it difficult to access training courses. The Council is developing e-learning and alternative options for training to facilitate better access to training. Work will also be undertaken to highlight to all employees that training is on offer for everyone.

10.2 Disabled Employee Profile

For the 890 training requests for the whole Council:

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Job Applicants by disability	
Whole Council	Percentage (%)
Yes	1.01
No	98.99
Total	100

For the 49 training requests for Education Teaching Staff:

Job Applicants by disability	
Education Teaching Staff	Percentage (%)
Yes	6.12
No	93.88
Total	100

10.3 Ethnicity

For the 890 training requests for the whole Council:

Whole Council	Percentage (%)
Scottish	81.5
English	0.56
Welsh	0.33
British	15.61
Irish	0.22
Other white ethnic group	0.33
Indian, Indian Scottish or Indian British	0.33
Prefer not to answer	1.12
Total	100

For the 49 training requests for Education Teaching Staff:

Education Teaching Staff	Percentage (%)
Scottish	85.7
British	12.25
Irish	2.05
Total	100

10.4 E-Learning Platform training requests

455 employees undertook e-learning courses for the whole Council

Whole Council	Percentage (%)
Female	65.27

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Male	34.73
Transgender	0
Total	100

Appendix 4b

38 employees undertook e-learning courses for Education Teaching Staff:

Education Teaching Staff	Percentage (%)
Female	86.84
Male	13.16
Transgender	0
Total	100

10.5 Disabled Employee Profile

455 employees undertook e-learning courses for the whole Council

Whole Council	Percentage (%)
Yes	1.76
No	82.42
Prefer not to Answer	10.99
Null / Blank	4.83
Total	100

38 employees undertook e-learning courses for Education Teaching Staff:

Education Teaching Staff	Percentage (%)
Yes	
No	57.9
Prefer not to Answer	21.05
Null / Blank	21.05
Total	100

10.6 Ethnicity

455 employees undertook e-learning courses for the whole Council

Whole Council	Percentage (%)
Scottish	62.85
English	1.31
Northern Irish	0.21
Irish	18.02
Other white ethnic group	1.32

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Whole Council	Percentage (%)
Prefer not to answer	10.32
Null / Blank	5.97
Total	100

38 employees undertook e-learning courses for Education Teaching Staff:

Education Teaching Staff	Percentage (%)
Scottish	42
Irish	15.82
Other white ethnic group	2.65
Prefer not to answer	18.46
Null / Blank	21.07
Total	100

Conclusion

The employee monitoring information highlights the importance of the work that the Council does to ensure it is an employer of choice, providing modern and fair employment opportunities and experiences. The analysis of this year's information highlights a number of areas for the Council to focus on during the year ahead.

i) We need to ensure that all employees are aware of the benefits of flexible working and make particular effort to ensure that employees working in areas which are traditionally less likely to avail themselves of employee benefits are made aware of the opportunities available to them.

ii) The age profile of the Council may represent a challenge to workforce to ensure the success of the succession planning process for identifying and developing people with the potential to fill key business leadership positions in the organisation.

iii) Engagement with employees in regard to equal opportunities is an important means of giving us more qualitative insight into the issues concerning our employees and allow us to take these on board when reviewing and developing new policies. We continue to encourage employees to feel confident about declaring their disability, sexual orientation or information about other protected characteristics. An all-employee self-declaration equalities information update was conducted in autumn 2011 and this provides updated workforce composition data to correlate to the 2011 Census data when it is published in December 2012. This data reveals increased confidence in reporting the rise in responses to questions posed in the equalities monitoring questionnaire.

iii) As part-time low-paid women are traditionally within certain groups of workers least likely to be offered training opportunities and therefore likely to be underemployed. Inverclyde Council continue to have specific training for this group

Appendix 4b

of employees via a CMI training course (Introduction to Management) for Supervisory Cleaning and Catering staff. The Council will also be monitoring take-up of our new online Brightwave training system where employees can learn online at a time and place convenient to them to assess take up of courses within these groups.