
Report To:	Policy & Resources Committee	Date:	24 March 2015
Report By:	Patricia Cassidy Corporate Director, Education, Communities and Organisational Development	Report No:	PR/127/15/PC/WB
Contact Officer:	Elsa Hamilton	Contact No:	01475 712824
Subject:	Equality Mainstreaming Report and Progress Against Equality Outcomes		

1.0 PURPOSE

- 1.1 The purpose of this report is to present a summary of the statutory reporting requirements that Inverclyde Council under the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012.

The combined reports are in excess of 60 pages and therefore the information presented here is an executive summary of the contents within these reports. In accordance with the legal requirements of the above Regulations, the contents of the full report are required to be published on the Council's website by 30th April 2015.

2.0 SUMMARY

2.1 Reporting Requirements

Inverclyde Council is statutorily obligated to publish the following reports by 30th April 2015:

- Equalities Mainstreaming Report
- Progress against Equality Outcomes
- Education Mainstreaming Report
- Progress Against Equality Outcomes
- Employee demographics
- Equal Pay Statement

2.1 Equality Outcomes

Inverclyde Council published 19 Equality Outcomes in April 2013 and which are aligned to its strategic objectives. There has been progress made against the majority of these outcomes which evidences the genuine mainstreaming of equality and diversity within the organisation. However, there is also some slight slippage for a few outcomes and one outcome in particular relating to accessibility in the McLean Museum and Watt Library has not been progressed to date as a result of being unable to obtain the external funding required for this project. One outcome relating to gender based violence has been significantly revised due to the development of new national initiatives and also to reflect reviewed actions and performance measures.

2.2 Workforce Profile

Inverclyde Council has reduced its workforce since the last employee profile was produced in 2013. The information presented relates to employee information for the period 1st April 2013 to 31st March 2014. Due to a greater willingness to disclose personal information, this year's employee demographics show the following:

- Headcount has dropped from 4051 during 2012/13 to 3783 employees in 2013/14. These figures are based upon unique individuals rather than the number of posts within the Council. As some employees may be multiple post-holders the information relating to them has only been counted once.
- Female workers are still the majority (Females = 73.88%; Males = 26.12%).
- There has been close to an 8% increase in leavers aged between 21 to 29.
- Due to the reduction in overall headcount and increase in relatively younger employees there is a slight trend towards an older workforce.
- We are also attracting proportionately more applications from older people (>50 years).
- Overall, there are fewer 'Blank' or 'Prefer Not To Answer' responses for most protected characteristics. This is a positive step as the Council will have more details of the composition of its employees.
- There has been a slight increase in the proportion of disabled people appointed to jobs (+0.22%).
- The percentage of females and males appointed to roles is similar to 2012/13.
- Due to the increased use in e-learning modules there has been significantly more training reported compared with 2012. However, the average number of courses undertaken by men (11.35) is significantly greater than the average number undertaken by women (7.90). This may be as a result of a greater proportion of women being in part-time positions.
- With regards to ethnicity the Council is still overwhelmingly White Scottish. The next largest ethnic group is White Irish. For all staff who have declared a non-white ethnicity this figure has dropped from 1.21% in 2012 to 0.41% in 2014.
- The percentage of staff who did not positively declare their ethnicity has dropped from 33.62% in 2012 to 25.62% in 2014.
- The percentage of non-white applicants for positions within the Council has dropped from 2.17% in 2012 to 1.80% in 2014. The success rate for non-white applicants in being appointed to a job with the Council has fallen from 1.91% in 2012 to 0.93% in 2014.
- 28.34% of staff have caring responsibilities, 33.86% of staff have positively declared that they have no caring responsibilities, and 37.8% declined to tell us whether they have caring responsibilities or not.

2.3 Equal Pay

The provisional gender pay gap is 9.5%. This figure does not represent the overall pay gap and work is currently being undertaken with Human Resources to ensure that all elements of contractual pay and benefits are included in the final calculation.

Job grades have been broken down by gender to determine if there is possible pay segregation by grade.

Appendices 3 and 4 list all job roles where there are more than 10 staff employed and where one gender makes up more than 70% of staff have been listed to assist in potentially identifying occupational segregation.

3.0 Risk Analysis

- 3.1 The main risk that the Council faces is if staff do not have the capability to effectively mainstream equality and diversity within their everyday practices. This may be a result of a lack of awareness of equality and diversity which may inadvertently lead to claims of discrimination. Such claims will carry associated legal, financial and reputational risks to the Council. Other risks may include the Council being unprepared to manage potential changes to legislative compliance, not being regarded as an employer of choice, and also Inverclyde being negatively perceived as an area.
- 3.2 To ensure that risks are properly mitigated it is recommended that the following activities are continued:
- The delivery of equality and diversity training for staff should be continued together with recognition that in-depth training is required for specific roles.
 - Inverclyde Council should continue effective consultation and communication with its diverse communities to ensure that their needs are being considered in the decision-making process.
 - Equality impact assessments are conducted in a timely manner and using evidence to ensure that decisions treat minority communities in a fair manner.
 - Effective monitoring and analysis of workforce information.

4.0 RECOMMENDATIONS

- 4.1 The Policy & Resources Committee is requested to consider this paper and commend for publication.

Patricia Cassidy
Corporate Director
Education, Communities & Organisational Development

Appendix 1: Progress Against Equality Outcomes

Equality Outcome	Progress
<p>Through an increase in third party reporting facilities, people with protected characteristics feel safer within their communities and levels of hate crime are reduced.</p>	<ul style="list-style-type: none"> • Over 60 staff trained from a range of departments in third party reporting methods. • Regular reports show reports and incidences of hate crimes within Inverclyde. • Low levels of current reporting may be indicative of a lack of public awareness rather than an accurate reflection of crime levels. • Need to promote awareness of hate crimes amongst minority communities within Inverclyde.
<p>Council employees and elected members are able to respond confidently and appropriately to the needs of Service users and colleagues who have protected characteristics.</p>	<ul style="list-style-type: none"> • Council currently has several equality and diversity e-learning modules covering both general equalities and specific protected characteristics. • Hate Crime training covers discrimination against specific protected characteristic groups. • Equality Impact Assessment training also covers the different needs of specific groups
<p>Increased targeted engagement with Inverclyde's children, citizens and communities who have protected characteristics.</p>	<ul style="list-style-type: none"> • Establishment of Equalities Officer post in 2013 • Engagement strategy for relevant groups developed • Where community demographics can't facilitate a requirement for a local group then regional or national groups have been contacted. • Development of proposals for an Inverclyde-wide equality forum where representatives of public bodies and local community groups can meet together
<p>All services consistently gather and analyse information on their Service users by protected characteristics, where appropriate, which is used to inform Improvement Planning.</p>	<ul style="list-style-type: none"> • All services are engaging with their Service users regarding feedback in which to improve services • Recently, two major engagement activities took place involving the Citizen's Panel and the Council's budget simulator. Both of these activities asked respondents for details regarding their age, gender, ethnicity, employment status, caring responsibilities, and any long-term impairments that they may have. • Education services have demographic information relating to pupils • Customer Service staff use their new Customer Relationship Management software to enquire and include any known protected characteristics.

Equality Outcome	Progress
<p>All staff within CHCP have a greater awareness of the needs of groups with protected characteristics.</p>	<ul style="list-style-type: none"> • All staff through regular support and supervision sessions have the opportunity to explore the needs of groups with protected characteristics. The e-KSF (Key Skills Framework) process requires individuals to provide evidence of their learning in relation to the equalities agenda and this is also raised through the Council's appraisal system. • Access to achieving and maintaining greater awareness for staff is supported by managers through Learn Pro, the NHS online e-learning module training system and e-learning modules available internally through the Council. Face to face training is also available through opportunities within the CHCP. • Staff also have the opportunity to raise and discuss any issues pertaining to equality and diversity by contacting their directorate's representative on the Corporate Equality Group or by directly contacting the Council's Equality Officer. • Staff who are involved in undertaking equality impact assessments have received specific training for this purpose which also included materials on how to engage with groups in order to understand their needs more effectively. • There is regular partnership working with the third sector which has helped to gain useful feedback regarding the needs of protected characteristic groups.
<p>Narrow the health inequalities gap through clearly defined programmes of action by our Services and in conjunction with our partners.</p>	<ul style="list-style-type: none"> • An initiative with NHS24, Inverclyde Council on Disability and NHS Greater Glasgow and Clyde to supply members of the deaf community with appropriate laptops and software that will allow them to communicate via a web based interpreting service when attending appointments. • There are HEAT targets for three main cancers, cervical (80% of the population to be screened), bowel (60% of the population), and breast (70% of population). The purpose of this screening is to detect cancer as early as possible. Overall uptake of cancer screening is improving within Inverclyde, however this does not apply to all groups, e.g. men are less likely to carry out bowel screening, younger women are less likely to carry out cervical screening, and those from lower SIMD areas are less likely to uptake all screening. • Work is currently underway to identify methods to improve the uptake of stopping smoking services. This includes changes to the service model from fixed groups to rolling groups, supporting those who want to cut down to stop smoking, supporting those who are using e-cigarettes, and ensuring that the wider social determinants of health are addressed, for example financial support, stress management, and employability. • Within Inverclyde we are currently identifying our local assets who might be able to increase awareness of stop smoking services. Providing a service within areas where smoking prevalence may be higher and within areas of deprivation. • We are currently drafting an Inverclyde Tobacco Strategy which will involve including an equality impact assessment to ensure that we identify the issues that will have the most impact on different groups.

Equality Outcome	Progress
	<ul style="list-style-type: none"> • In order to fully achieve the delivery of this outcome we will need to ensure that there is consistent ongoing awareness regarding health inequalities across all partners. There is a local cancer implementation group which includes and involves local partner organisations. • One partner, Your Voice, has engaged with local people to identify reasons for not screening. We will use this information to locally identify ways to potentially increase uptake. • We are also working with Cancer Research UK to identify GP practices who are not achieving the HEAT target and discuss how to improve uptake.
<p>Reduced discrimination is faced by Lesbian, Gay, Bisexual and Transgender people, sensory impaired people and people with learning disabilities in our Services.</p>	<ul style="list-style-type: none"> • When undertaking new pieces of work it is important to consider the discrimination that is faced by Lesbian, Gay, Bisexual and Transgender (LGBT) people, and also people who have sensory or learning impairments. It is only once discrimination is understood that actions can be undertaken to minimise or eradicate such practices. Therefore, it is explicit within the work plans of the health improvement services what roles that it will undertake to support local communities and partners in order to help them understand the impact of discrimination on protected characteristic groups. • There are a variety of forums and meetings where there is the opportunity to influence service providers and make improvements. • The progress on this outcome is made on an incremental basis. The purpose is to assess the position when new services are being developed or changes made to current provision in partnership with others to ensure reduced discrimination. • In order to increase staff knowledge of the impact of discrimination they have access to training, equalities websites, and policy documentation. For example, managers have access to the NHS Transgender Policy and ensure that staff are familiar with this as well as other relevant policies for this outcome. • Inverclyde has a Sexual Health Local Implementation Group which is chaired by the Director of Education, Communities and Organisational Development. A range of partners are involved in this group and issues related to the LGBT community are raised.
<p>Information on how different groups access and benefit from our Services is more routinely available and informs service planning.</p>	<ul style="list-style-type: none"> • Staff are aware that they have a responsibility to produce accessible information for the public. The NHS Greater Glasgow and Clyde AIP policy was promoted through a variety of methods and a step-by-step guidance document was sent to staff with a link to the Equalities in Health Website which offers further information and tools to assist staff with the planning and writing of information. Staff forward any information for the public to the AIP lead for quality checking prior to publishing to ensure that it meets AIP guidelines. • Alternative formats are available upon request, If staff are asked for an alternative format then they are aware of the process in order for this request to be actioned. • There has recently been the development of a standard checklist to support staff in assessing whether draft documentation is compliant with internal accessibility standards.

Equality Outcome	Progress
	<p>The use of this checklist to audit documents in this way will also ensure that we are complying with equalities legislation as well as established good practice.</p>
<p>Services for women affected by domestic abuse are tailored to their needs and intervention focused on family centred approaches.</p>	<ul style="list-style-type: none"> • Proposal to change this outcome to “Our aim is to prevent and eradicate violence against women and girls, making Inverclyde a place where all individuals are equally safe and respected and all women and girls live free from such abuse and the attitudes that perpetrated it” • A new action plan has been drafted for 2014-2015 together with performance measures that will be used to achieve this outcome. • A suggested performance indicator has been included in this action plan: “Women and girls feel safe, respected and equal in our communities”
<p>The Council has up-to-date data regarding the protected characteristics of employees.</p>	<ul style="list-style-type: none"> • Biennial questionnaire asks staff to update their protected characteristic details. • Available as an online questionnaire from 2014. • Paper copies are available and are sent direct to HR for reasons of confidentiality. • Questions regarding sexual orientation, religion and transgender status are now being included in the employee profile.
<p>Craft workers are assimilated in single status terms and conditions for Local Government Employees.</p>	<ul style="list-style-type: none"> • All Craft workers have now been assimilated into Local Government Employee terms and conditions
<p>Employees have access to leadership development and training opportunities through the Council’s workforce development and planning process.</p>	<ul style="list-style-type: none"> • All staff are able to partake in leadership development and training opportunities • As part of the Performance Appraisal process, learning opportunities are discussed and agreed between the employee and their line manager • Learning can take place either through e-learning modules or by attendance at classroom-based training sessions • Staff are also eligible to undertake development through the online Access 2 Learning run by the Improvement Service which includes specific modules for managers. • More men than women are making use of learning and development opportunities. The average number of e-learning courses completed by men is 11.35 as opposed to 7.90 courses by women.
<p>People with disabilities get the support to access the technology that they need no matter which library they use.</p>	<ul style="list-style-type: none"> • There are 7 public libraries within Inverclyde which now have adaptive and assistive technology available in each branch. • To track progress against this objective the numbers of people using assistive technologies will be recorded and monitored in each library.
<p>Library and museum staff feel they have increased capacity to respond more confidently</p>	<ul style="list-style-type: none"> • Following consultations with both customers and library staff a programme of equalities training has been planned over a three year period commencing from March 2015.

Equality Outcome	Progress																								
to the needs of all customers, in particular those with protected characteristics.	<ul style="list-style-type: none"> Equalities training in the libraries will initially be delivered through the use of the Council's online e-learning packages which will then be followed and supported by classroom based learning opportunities that focus on specific equalities issues. 																								
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"> This outcome has been suspended as this project was dependent on external funding which the Council has been unable to source. Future funding opportunities are being researched in order to progress this outcome in the future. 																								
Council buildings do not have any barriers to access and better meet the needs of citizens.	<ul style="list-style-type: none"> Just under half (41%) of all respondents to the Citizen's Panel said that they have visited the main Council buildings within the last 12 months. This rose to 45% among respondents living in the worst 15% of datazones and dropped to 38% within the rest of Inverclyde. Among these respondents that stated they had visited the main Council buildings, 88% said that it was either fairly or very easy to access them. This rose to 93% among respondents in the worst 15% of datazones. How easy did you find it to access the Council buildings? <table border="1" data-bbox="875 732 2000 979"> <thead> <tr> <th></th> <th>Total</th> <th>Worst 15% of Datazones</th> <th>Rest of Inverclyde</th> </tr> </thead> <tbody> <tr> <td>Very easy</td> <td>56%</td> <td>63%</td> <td>53%</td> </tr> <tr> <td>Fairly easy</td> <td>32%</td> <td>30%</td> <td>32%</td> </tr> <tr> <td>Neither/Nor</td> <td>5%</td> <td>2%</td> <td>6%</td> </tr> <tr> <td>Fairly difficult</td> <td>3%</td> <td>0%</td> <td>4%</td> </tr> <tr> <td>Very difficult</td> <td>4%</td> <td>5%</td> <td>4%</td> </tr> </tbody> </table>		Total	Worst 15% of Datazones	Rest of Inverclyde	Very easy	56%	63%	53%	Fairly easy	32%	30%	32%	Neither/Nor	5%	2%	6%	Fairly difficult	3%	0%	4%	Very difficult	4%	5%	4%
	Total	Worst 15% of Datazones	Rest of Inverclyde																						
Very easy	56%	63%	53%																						
Fairly easy	32%	30%	32%																						
Neither/Nor	5%	2%	6%																						
Fairly difficult	3%	0%	4%																						
Very difficult	4%	5%	4%																						
The conditions 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"> The condition of roads are included as a Local Government Benchmarking Framework indicator and reported as part of the Council's Environment, Regeneration and Resources Performance Report Street lighting repairs within 7 days are currently at 100% as is the target of road traffic lights repaired within 48 hours 																								
The Customer Service Centre is able to offer a range of communication options which meet the needs of people with protected characteristics.	<ul style="list-style-type: none"> Full range of translation and interpretation services is available by contacting any one of four recommended services. Guidance is available for staff on the Council's website regarding minimum requirements for people who may need documents available in alternative formats. British Sign Language interpretation is available upon request. There is also a dedicated area of the Council's website which has information in BSL. The Council also has access to Type Talk for hearing impaired users who contact us by telephone. There has been a low uptake for such services. Whilst budgetary restraints will mean that 																								

Equality Outcome	Progress
	<p>documents in alternative formats will only be available upon request, it should be noted that perhaps more could be done to promote these services</p>
<p>Corporate Procurement will ensure that equality impact assessments are built into the tendering process as part of its commodity strategy.</p>	<ul style="list-style-type: none"> • An audit of procurement documentation has been conducted to ensure that equalities references are appropriate and to ensure that it is clear what is expected in terms of impact assessments. • Staff from Procurement have attended the Equality Impact Assessment Training. Staff who have still to attend this training can attend a future session
<p>All children and young people get the support that they need in relevant areas through the Staged Intervention and Assessment Process.</p>	<ul style="list-style-type: none"> • Every learner can require additional help and support, this support would be identified by teaching staff and addressed via various interventions. • All schools operate under the principles of GIRFEC and as such will nurture and support ALL children and young people • All schools follow the same procedures around staged intervention to ensure that the needs of all are met • Curriculum for Excellence (CfE) allows for curriculum flexibility to address individual learners' needs. • MCMC Team deliver Personal Learning Pathways to ensure the curriculum on offer meets the needs of the learner and supports the removal of post school barriers leading to positive destinations • Learning needs are often identified and discussed at school or cluster level meetings such as Learning Support Meetings, Transition Groups, School Cluster Meetings or curriculum development meetings • The introduction of a Literacy Hub • Various staff training / support initiatives • The creation of local provision (Lomond View) to support the most vulnerable learners who would have previously been educated out with the area
<p>All staff use equality guidance to promote equal opportunities, fairness, justice, good relations and positive attitudes to all members of their community.</p>	<ul style="list-style-type: none"> • All schools supplied with bespoke booklet on The Equality Act (2010) and what it means in practice • All schools reflect the Equality Guidance in their School Values and Mission Statements • Generally a greater understanding and awareness of Equality issues across education. • Health and Wellbeing indicators are “responsibility of all” and embedded across the 3 – 18 curriculum • School behaviour policies • Health and Wellbeing School Survey/Student Questionnaire • MCMC Team deliver Personal Learning Pathways to ensure the curriculum on offer meets the needs of the learner and supports the removal of post school barriers leading to positive destinations.

Equality Outcome	Progress
<p>All school communities recognise and respect people of diverse age, race, faith, gender, sexual orientation, disability and ethnic culture.</p>	<ul style="list-style-type: none"> • All schools have equalities in their school development plans • School Values and Mission/Vision statements reflect equality act • All schools issued with copies of The Equality Act (2010) General and Specific Duties – What it means for us brochures • Staff training / Professional Learning opportunities for all • Health and Wellbeing covers many areas of Equalities and is the “responsibility of all” • Secondary School - Mentors Against Violence Programme MVP • Primary and Secondary Peer Support programmes • Differing models of PSE delivered across all secondary schools • Reduction in number of complaints relating to equality issue • Schools are Achieving or working towards Rights Respecting School Awards • Schools involved in International Education programmes such as our Malawi link programme, exploring and respecting other cultures and values • Social Enterprise Programmes – ethical business • Most schools engage in a number of charity projects often engaging the wider school community

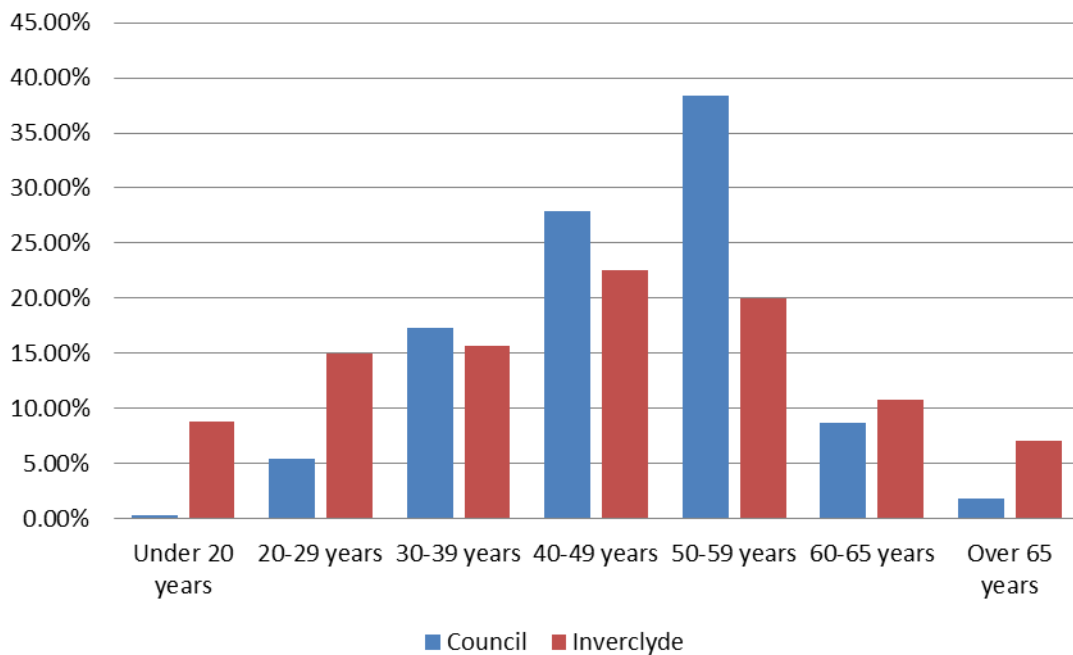
Appendix 2: Roles which are female dominant (greater than 70% occupation)

Job Title	Female	Male	% Female	Headcount
Breakfast Club Assistant	15	0	100%	15
Catering Manager	26	0	100%	26
Facilities Keyholder (Cleaning)	11	0	100%	11
Library Assistant	20	0	100%	20
Senior Early Years Ed C/Care Officer	10	0	100%	10
Social Work Assistant	14	0	100%	14
Supervisory Assistant	12	0	100%	12
Catering Assistant	118	1	99%	119
Early Years Educ Child Care Officer	127	2	98%	129
ASN Auxiliary	127	4	97%	131
Classroom Assistant	73	2	97%	75
Facilities Assistant (Cleaning)	129	5	96%	134
Home Support Worker	310	12	96%	322
Depute Head Teacher Primary	18	1	95%	19
Learning Assistant Special Schools	39	2	95%	41
Basic Teacher Primary	235	14	94%	249
Clerical Assistant	164	11	94%	175
Facilities Supervisor (Cleaning)	30	2	94%	32
Homemaker	13	1	93%	14
Principal Teacher Primary	13	1	93%	14
Family Support Worker	10	1	91%	11
Learning Assistant	32	3	91%	35
Customer Service Representative	17	2	89%	19
Senior Clerical Assistant	69	9	88%	78
Senior Home Support Worker	23	3	88%	26
Admin Assistant	28	5	85%	33
Basic Teacher Special	28	5	85%	33
Head Teacher Primary	16	3	84%	19
Basic Teacher	10	2	83%	12
Social Support Worker	15	3	83%	18
Social Worker	65	14	82%	79
Social Worker Senior Practitioner	9	2	82%	11
Day Centre Officer	17	5	77%	22
Mobile Alarm Attendant	10	3	77%	13
Residential Worker (Nights)	8	3	73%	11
Senior Social Worker	8	3	73%	11
Benefits Assessor	10	4	71%	14
Occupational Therapy Assistant	7	3	70%	10

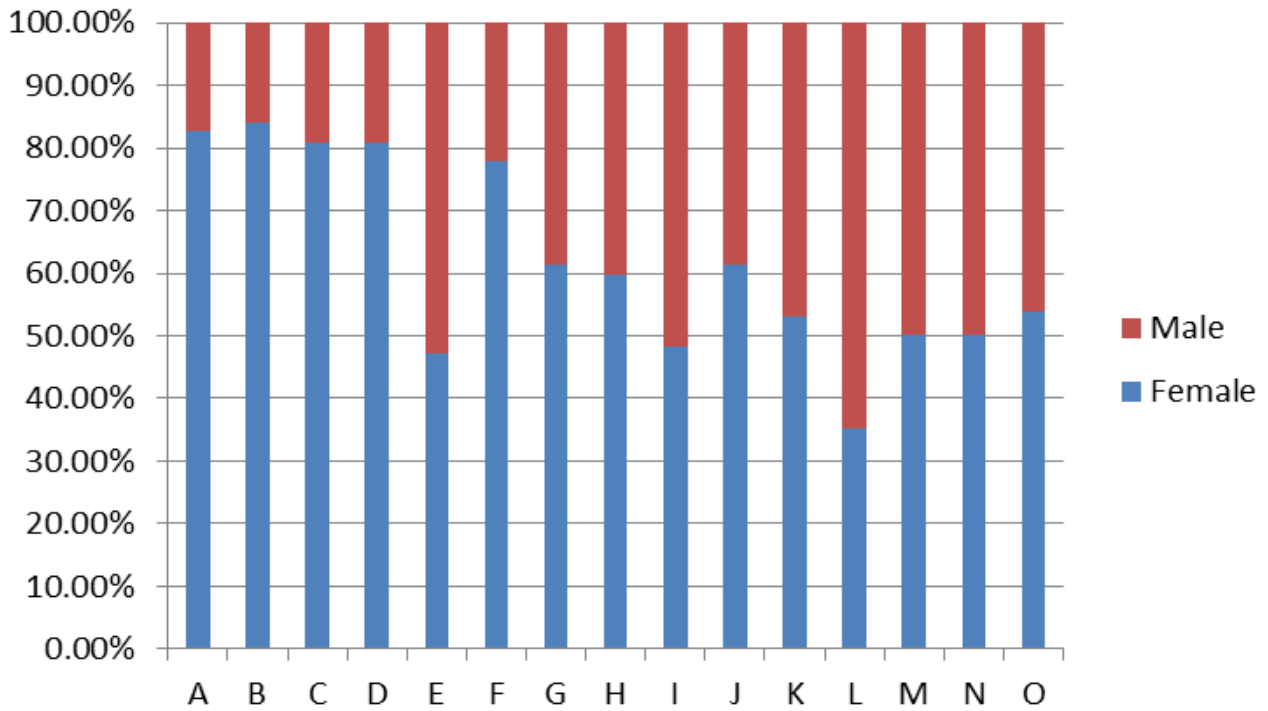
Appendix 3: Roles which are male dominant (greater than 70% occupation)

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

Appendix 4: Age Distribution. Council Employees and Local Population



Appendix 5: Gender split by Grade for Local Government Employees



Appendix 6: Gender Split of Senior Managers

