



West Lothian
Council

**Public Sector Equality Duty
West Lothian Education Authority
Mainstreaming
Report 2013- 2017**

1. West Lothian Council as an Education Authority

West Lothian Council as an Education Authority is founded on inclusive values and seeks to provide a wide range of high quality services to all, while giving priority to the most vulnerable and disadvantaged individuals and groups in our community. The Education Authority operates as an integrated service within the wider council. Specifically in relation to equality and diversity activity, the Authority is a key member of the council's Corporate Working Group on Equality and contributes to the wider equality and diversity activity for West Lothian Council, as well as managing equality within education.

1.1 Curriculum for Excellence

The Curriculum for Excellence is a way of looking at the curriculum that builds on best existing practices in Scottish education. It is a continuing process to encourage more learning through experiences to best ensure that children and young people are prepared for the complex world they will be living in when they leave school. Children and young people are at the centre of learning provision. Our aspiration is that they should all develop the four capacities to become:

- Successful learners;
- Confident individuals;
- Responsible citizens; and
- Effective contributors.

The Curriculum for Excellence programme contains experiences and outcomes relating to equality that all children and young people participate in.

1.2 Getting it Right for Every Child

West Lothian has adopted the national Getting It Right for Every Child approach in order to ensure that the well-being of every child and young person is at the heart of decision making. This approach will help to ensure that any needs arising from protected characteristics are recognised and addressed.

1.3 Meeting Learners' Needs

West Lothian Education Services is subject to national inspection by Her Majesty's Inspectorate, which will assess how well the needs of individual learners, including any needs arising from protected characteristics, are met. The Validated Self Evaluation approach is an internal mechanism which also examines how well individual learner's needs are met in each school.

1.4 Survey and Focus Group Data

During HMI inspections, parents and carers, children and young people, and staff are asked about equality and fairness in their school. Parents and carers and children and young people are also asked this question in the annual Council wide surveys of pupils and parents/carers. Annual focus groups of P7, S4, S5 and S6 take place and pupils are invited to discuss this topic amongst others.

2. Legal Context

2.1 Public Sector Equality Duty

Section 149 of The Equality Act 2010 came into force in April 2011, introducing a new Public Sector Equality duty. The Public Sector Equality Duty (often referred to as the 'general duty') requires public bodies in the exercise of their functions, to have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct
2. Advance equality of opportunity between those who share a protected characteristic and those who do not; and
3. Foster good relations between those who share a protected characteristic and those who do not.

2.2 What are the Protected Characteristics?

Everyone is protected by the Act. Every person has one or more of the protected characteristics, so the Act protects all of us against unfair treatment. The protected characteristics are:

1. Age
2. Disability
3. Gender reassignment
4. Pregnancy and maternity
5. Race – this includes ethnic or national origin, nationality and also includes Gypsy/Travellers.
6. Religion or belief – this includes a lack of belief
7. Sex (gender)
8. Sexual orientation
9. Marriage and civil partnership (but only in respect of the duty to consciously consider the need to eliminate discrimination, harassment, victimisation and other conduct prohibited by The Equality Act 2010).

2.3 The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012

The Scottish Government has introduced a set of specific equality duties to support the better performance of the general duty by public bodies. These duties include requirements to:

- Develop and publish a mainstreaming report
- Publish equality outcomes and report on progress (at least every two years)
- Assess and review policies and practices
- Gather and use employee information

- Publish gender pay gap information
- Publish statements on equal pay
- Consider award criteria and conditions in relation of public procurement
- Publish in a manner that is accessible

The Council's Equal Pay statement and our Education employment and gender pay gap information is provided in Appendix 1.

The Education Equality Outcome plan which details the equality outcomes and the progress made in the past two years (2015-2017) is provided in Appendix 2.

3. Education Equality Outcomes

3.1 What is an Equality Outcome?

An equality outcome is defined by the Equality and Human Rights Commission as a change that provides results for individuals or communities as a consequence of the action the council has taken.

Outcomes include short-term benefits such as changes in awareness, knowledge, skills and attitudes, and longer-term benefits such as changes in behaviours, decision-making, or social and environmental conditions.

3.2 Education Equality Outcomes

West Lothian Education Authority Equality Outcomes are aligned in 2013-2017 to the Council's Corporate Equality Outcomes, which have been developed through evidence gathering and engagement work. The Council's Corporate Equality Outcomes are:

- 1 Employability and skills opportunities are accessible and accessed proportionately, by people within the relevant protected characteristics in West Lothian
- 2 The council has a reduced level of gender based occupational segregation
- 3 Improved awareness of violence against women, improved protection against violence within services
- 4 People within the relevant characteristics in West Lothian understand the definition of hate crime and are knowledgeable and feel confident about reporting hate incidents
- 5 People with disabilities experience greater independence in their lives
- 6 People with the relevant protected characteristics in West Lothian feel involved in the processes by which the council makes decisions that affect

them, and that they have appropriate information and resources to understand and influence those decisions

- 7 West Lothian Council is recognised internally and externally as an equal opportunities employer
- 8 Children and young people within the relevant protected characteristics in West Lothian's schools feel safe, supported and able to be themselves
- 9 Carers in West Lothian recognise an improved awareness of caring related issues amongst council employees when accessing and engaging with council services
- 10 People within the relevant protected characteristics in West Lothian have an improved awareness of, and access proportionately, income maintenance and maximisation opportunities

3.3 Corporate Working Group for Equality

The Education Authority is a key member of the council's Corporate Working Group on Equality and contributes to the wider equality and diversity activity for West Lothian Council, as well as managing equality within education. As an integrated service within West Lothian Council, the Education Authority has worked pro-actively, both within the evidence and involvement work of the council, to prepare the Corporate Equality Outcomes for the council, as well as within the process for agreeing the finalised approach. While we believe that Education have a direct role to play in supporting progress on each of the 10 Corporate Equality Outcomes, the two specific outcomes which directly relate to Education are outlined below:

- 1) Children and young people within the relevant protected characteristics in West Lothian's schools feel safe, supported and able to be themselves.
- 2) We have a reduced level of gender based occupational segregation.

Action to ensure that children and young people with the relevant protected characteristics in West Lothian's schools feel safe, supported and able to be themselves includes:

- Commissioning training to provide Equality and Diversity training for Head Teachers which will be cascaded to all staff to help them understand their responsibilities as teachers within the equalities legislative framework to promote children's rights and meet the needs of all learners, including those with protected characteristics. All head teachers deliver annual training from 2015 onwards. Training in employee Equality and Diversity has also been rolled out in 2016.
- Widely promoting the use of the Getting it Right for Every Child (GIRFEC) Self Evaluation toolkit. During quality improvement review visits to schools, Head Teachers and staff are supported to evaluate how well each school's systems, culture and practice ensure the well-being needs of all children and young people are being met.

Corporate Working Group for Equality (contd.)

- Involving all West Lothian Schools in Rights Education in line with recommendations in the national document How Good is Our School 4. Almost all have signed up to Rights Respecting Schools with 43 schools achieving level 1 and 14 at level 2.
- Identifying and addressing the needs of children and young people with targeted support in all schools, within the Additional Support Needs continuum of support (staged intervention process).
- Giving clear and up to date advice for reducing and responding to all types of bullying, including homophobic bullying, in the anti-bullying policy.
- Consulting and engaging with key partners, including Show Racism the Red Card, Stonewall Education and LGBT to support our schools to address the needs of pupils with particular protected characteristics in West Lothian schools.
- Continuing to deliver Curriculum for Excellence, with outcomes and experiences related to equality, to every child, and meeting the individual needs of all learners through Getting it Right for Every Child.

The Education Authority will work within the performance management framework outlined within the council's Corporate Equality Outcomes 2013 - 2017 in order to evidence progress. It is worthy of note that following the original evidence review and involvement process (detailed within the council's Corporate Equality Outcomes 2013 - 2017) consideration was given to inclusion of a specific outcome related to educational attainment on gender and race equality. However, local evidence and experience did not support prioritising this issue at the present time. The Education Authority continues to monitor this issue for future revisions of equality outcomes as appropriate.

4. Progress on Mainstreaming Equality

The Council's Executive and Education Management Teams continue to be directly involved in decision making regarding equality and diversity and the Corporate Working Group for Equality, has taken forward responsibility for the monitoring and implementation of measures and actions to work towards the Equality Outcomes. As a key member of the council's Corporate Working Group on Equality, The Education Authority contributes to the wider equality and diversity activity for West Lothian Council, as well as managing equality within education.

As an integrated service within West Lothian Council, the Education Authority has worked pro-actively towards mainstreaming equality in line with the key areas outlined within the West Lothian Council Equality Mainstreaming Report 2013, specifically progress has focussed on:

- Organisational leadership;
- Corporate governance;
- Ownership;
- Business planning integration;
- Learning and development;
- Equality impact assessment (EQIA);

- Involvement;
- Promoting Good Relations; and
- Data, information and research.

The Education Authority has made good progress in mainstreaming equality since the publication of our update report in 2015. A summary of activities undertaken by the Council is set out in this section under the key headings of Consultation and Engagement, the Council as an Employer, Learning and Development and Partnership Working.

5. The Council as an Employer

5.1 West Lothian's People Strategy 2013 – 2017 acknowledges the critical role that a motivated, skilled and capable workforce plays in every aspect of service delivery and continuous improvement and sets out a plan for the key activities and actions which will support and drive the development and effective leadership of our employees.

Underpinning the People Strategy is a commitment to promote and celebrate diversity throughout the council by consulting, engaging and acting on the views and concerns of employees and embedding these issues into service delivery, policy development and employment practice.

Outcome 4 of the People Strategy – Ensuring Equality for All – confirms the Council's commitment to providing equality of opportunity both as a service provider and an employer.

The Education Authority recognises the benefits of a diverse workforce and is committed to the goal of eliminating discrimination and promoting equality and diversity across the organisation.

West Lothian has implemented an Employee Health and Wellbeing Framework that provides for a proactive and structures approach to supporting employee health and wellbeing. The Council has retained Healthy Working Lives Gold accreditation since 2009, inclusive if a specific focus on heal inequalities.

The Council's Flexible Working Hours scheme continues to provide flexibility in the patterns of working hours to support employees in the workplace. The scheme is supplemented by the:

- Reduced Working Hours Policy
- Job Sharing Scheme
- Right to Request Flexible Working Policy

5.2 Partnership working

The newly re-structured Education Authority incorporates service areas such as Community Learning and Development, Community Arts and Sports Development, Outdoor Education as well as existing Schools, Active Schools and Education Psychology Service. The services are collaborating to create a streamlined and common approach to Equality and Diversity.

A newly formed Inclusion and Wellbeing Service within Education focusses on children and young people with additional support needs.

There are strong links with Social Policy and the teams such as Health Improvement, Children and Young People and Youth Inclusion Project.

The Education Authority has been a Stonewall Diversity Champion for a number of years enjoying a supportive partnership with the organisation. Champion status provides access to training, information and benchmarking opportunities and ensures we offer an inclusive environment for LGBT people. We continue to work very closely with Stonewall Scotland and submit to the Stonewall Education Equality Index to ensure we maintain our status as the top performing Local Authority in Scotland.

Disability Symbol Scheme: The Council continues to be accredited as a “Positive about Disabled People” employer. We recently successfully applied to be a disability level 2 Employer in the newly introduced Disability Confident Scheme which maintains our commitment to demonstrating that we take positive action to attract, recruit and retain disabled people.

Education works in partnership with Police Scotland to raise awareness and encourage reporting of hate crime and has designated Youth Community Officers placed within all secondary schools.

6. Employment Data

The Council has a statutory duty, as a public sector employer, to publish employment monitoring statistics by age, disability, ethnicity, gender, gender identity, pregnancy and maternity, race, religion or belief and sexual orientation. In addition to information on the composition of its employees the council must take steps to gather information on the recruitment, development and retention of employees. Statistics for the period **1 January 2015 to 31 December 2016** specifically for the Education Authority are set out within Appendix 1, as is data on the current Education Authority’s gender pay gap. Data on employee pay grades within Education can be accessed within the council’s Policy Statement on Equal Pay. Analysis of monitoring information allows tracking of progress in meeting the general duty and enables evaluation of progress towards meeting the goals set out in the Equality Mainstreaming Report. When compared against the equality monitoring data for the full council workforce, with the exception of gender in broad terms there are very few differences in the percentages of individuals within Education across each of the protected characteristics. The challenge of gender segregation, particularly within the primary sector and senior management appointments is recognised and incorporated within the council’s work in relation to the outcome on occupational segregation.

The information provided in Appendix 1 of this report is taken from a number of sources including the council's HR21 Management Information system which provides statistics in relation to the current workforce composition of West Lothian's Education Authority by protected characteristic. The HR Education Management Information System also provided statistics on individuals who have received training over the monitoring period, those involved in discipline, grievance or bullying & harassment cases and individuals who have left the councils employment.

6.1 Gender

The information held on the gender make-up of the Education Authority is considered to be accurate and gathered at the time of appointment for each employee. There is not considered to be any requirement to alter the method of gathering this information. The proportion of men and women working in the Education Authority has changed little since reporting in 2015 with the Education workforce split 83.6% female, 16.4% male. For further details see table 1.1 in the appendix.

Applications for employment received from women made up 68.7% of all applicants in 2015 and 74.9% in 2016. These figures increased to 75.6% and slight decreased to 73.6% respectively for women successfully appointed, which is reflective of the Authority's current gender make-up of 83.6% women with a very slight drop in male applicant from 27.9% in 2015 to 23.3% in 2016. For further details see tables 2.1.1 and 2.1.2 in the appendix.

Applicants for promotion remain comparable in terms of gender with the proportion of employees and applicants for posts, at 74.5% in 2015 and 77.9% in 2016 being women. Successful applicants are also comparable with 76.5% of women and 23.5% of men being successful in 2015. 81.8% women and 18.2% men were successful in 2016. For further information see tables 3.1.1 and 3.1.2 in the appendix.

6.2 Ethnicity

The information contained in the HR Management Information System indicates that 61.5% of Education employees identify as White-Scottish, which represents a 1.73% increase on the percentage reported in 2015. For further details see table 1.2 in the appendix.

The majority (84.3% in 2015 and 85.7% in 2016) of applicants to the Education Authority are White Scottish or White Other British, while 11.1% of applicants in 2015 and 11.2% in 2016 are from minority groups. This trend continues throughout the recruitment process where 87.1% (2015) and 87.8% (2016) of interview candidates and 86.2% (2015) and 86.2% (2016) of appointments are made from the White Scottish and White Other British groups. For further details see tables 2.2.1 and 2.2.2 in the appendix.

As reflected elsewhere, applicants for promotion are overwhelmingly White Scottish or Other British at 92.8% in 2015 and 93.3% in 2016. For further information see tables 3.2.1 and 3.2.2 in the appendix.

6.3 Disability

The HR Management Information System has 0.6% of employees recorded as having a disability. For further details see table 1.3 in the appendix. In order to more fully meet the council's equality duty and increase the percentage of employees for whom the council holds accurate disability information, disability information is gathered from the HR21 system and populated directly by employees. Employees will be encouraged to update their disability status should it change during employment. The HR21 system allows employees to record the nature of their disability. For further details see table 1.4 in the appendix.

In 2015 3.6% of applicants for employment considered themselves to be disabled. This figure increased slightly to 4.1% in 2016. For further details see tables 2.3.1 and 2.3.2 in the appendix. The recruitment of applicants by disability type has been recorded since 2012. During each year of recording, around half of all disabled applicants report having either a learning disability or longstanding illness. This trend continues throughout the recruitment process. For further details see tables 2.3.3 and 2.3.4 in the appendix.

Those identifying a Learning Disability and Long Standing Illness are significantly higher than other forms of recorded disability with applications for promotion rising from 36.4% in 2015 and to a spike of 68.8% in 2016. Of all disabled applicants 3.9% were successful in 2015. For further information see tables 3.3.1, 3.3.2, 3.3.3 and 3.3.4 in the appendix.

6.4 Age

The information held on the age profile of the council is considered to be accurate with employee date of birth gathered at the time of the appointment. There is not considered to be any requirement to alter the method of gathering this information. The percentage of under 21s (0.4%) in post in the Education Authority is less than the council as a whole which can be attributed to the age demographic of those completing teacher training in Scotland. For further details see table 1.5 in the appendix.

The recruitment statistics for 2015 and 2016 of applicants by age demonstrate that the teacher training process impacts upon the age demographic of applicants to the Education Authority in the under 21 age group. For further details see tables 2.4.1 and 2.4.2 in the appendix.

Applications for promotion come significantly in the 30-50 age range with 70.3% in 2015 and 52.6% in 2016. The most successful applicants come from the 41-50 age range with 45.1% in 2015 and 42.6% in 2016. For further details see tables 3.4.1 and 3.4.2. in the appendix.

6.5 Sexual Orientation

The majority of employees' sexual orientation is recorded on the HR21 Information System which is populated directly by employees. The overwhelming majority of those recorded are listed as heterosexual/straight. For further details see table 1.6 in the appendix.

The overwhelming majority of applicants throughout the recruitment process, in both 2015 (89.9%) and 2016 (91.1%), report as being heterosexual. The information available indicates that the recruitment process is fair with the percentages of applicants, interview candidates and appointments remaining fairly static for each group throughout the process. For further details see tables 2.5.1 and 2.5.2 in the appendix.

Applications for promotion come overwhelmingly from those identifying as heterosexual at 93.2% in 2015 and 92.9% in 2016 and this is reflected in successful appointments. For further details see tables 3.5.1 and 3.5.2 in the appendix.

6.6 Caring Responsibility

Of those who chose to record their caring responsibilities 2.2% had children under 18. However 95.9% of respondent's responsibilities are unknown. For further details see table 1.7 in the appendix.

Applicants for employment who reported caring responsibilities for children under 18 formed 33.5% in 2015 and 40% in 2016. Successful applicants remain stable at 37.9% (2015) and 37.8% (2016). For further information see tables 2.7.1 and 2.7.2 in the appendix.

Applications for promotion in both 2015 and 2016 are almost equally divided between those with children under 18 and those with no caring responsibilities. This is reflected in successful applicants with 51% having no responsibilities having success in 2015 and 59% of those with children under 18 having success in 2016. For further details see tables 3.7.1 and 3.7.2 in the appendix.

6.7 Religion or Belief

Church of Scotland (3.8%) and Roman Catholic (2.3%) were the largest identified religion amongst those recorded on the HR21 Management Information System. However the largest category was those who identified themselves as having no religion or belief (3.8%). For further details see table 1.8 in the appendix.

The statistics for identifying religion or belief have lowered since they were first recorded in 2012 with 37% in 2015 and 34% in 2016 of applicants recorded as Church of Scotland or Roman Catholic.

Religion or Belief (contd.)

There has been a notable rise number of applicants for employment indicating that they have no religious belief (39.4% in

2015 and 42.7% in 2016). For further information see tables 2.6.1 and 2.6.2 in the appendix.

60.8% (2015) and 46.9% (2016) of successful applicants for promotion identify as Church of Scotland or Roman Catholic with those identifying as having no religious belief making up 25.5% (2015) and 28.8% (2016) of successful candidates. For further details see tables 3.6.1 and 3.6.2 in the appendix.

6.8 Gender Identity

No employees have identified as a transgender person or as undergoing any part of the gender re-assignment process. For further details see table 1.9 in the appendix.

Recruitment of applicants was recorded by Transgender for the first time during 2013. In 2015 and 2016 a tiny minority of applicants (0.1% and 0.1% respectively) indicated that they consider themselves to be transgender. For further details see tables 2.8.1 and 2.8.2 in the appendix.

Numbers of application for promotion are too small to be significant. For further details see tables 3.8.1 and 3.8.2 in the appendix.

6.9 Employees Applying for and Receiving Training

The equality monitoring information on employees who have received corporate training within the Education Authority reflects the population as outlined. A large majority of women, White Scottish, heterosexual with an even spread of caring for children under 18 and no caring responsibilities, constitute the largest group in both 2015 and 2016. Of note would be that in 2015 a dip 15.5% of the 31-40 age range received training whilst the 21-30 were at 24.5%; 41- 50 at 30% and 51-60% at 24.9%. This balanced out in 2016. For further details see tables 4.1 and 4.2 in the appendix.

6.15 Grievances, Disciplinary and Bullying & Harassment Complaints

Numbers of Grievances, Disciplinary and Bullying & Harassment Complaints within the Education Authority during 2015 and 2016 are considered to be too small to draw significant conclusions from. For further details see tables 5.1 and 5.2 in the appendix.

5.17 Employees Leaving Employment

The equality monitoring information available on employees leaving the council is generally proportionate with the make-up of the workforce. For further details see tables 6.1 and 6.2 in the appendix.

APPENDIX 1

1. Gender Pay Gap

1.1 The council's mean gender pay gap as at February 2017 is set out below:
Mean Gender Pay Gap Calculation

Male average salary – Female average salary = paygap (monetary)

Paygap (monetary) / male average salary x 100 = **paygap (%)**

All Employees

Gender	Number of Staff	Combined Hourly Rate	Average Hourly Rate
Female	5671	85,358	15.05
Male	2419	35,959	14.87
Total	8090	121,318	29.92
Mean Gender Pay Gap for All Employees			-1.21 %

Full-time Employees Only

Gender	Number of Staff	Combined Hourly Rate	Average Hourly Rate
Female	2459	46,617	18.96
Male	2130	32,255	15.14
Total	4589	78,872	34.10
Mean Gender Pay Gap for Full-time Employees			-25.23 %

Part-time Employees Only

Gender	Number of Staff	Combined Hourly Rate	Average Hourly Rate
Female	3212	38,741	12.06
Male	289	3,705	12.82
Total	3501	42,446	24.88
Mean Gender Pay Gap for Part-time* Employees			5.92 %

* Note: Part-time employees include all employees who work a part week or part year.

- 1.1 The council's median Gender pay gap as at February 2017 is set out below:
Median Gender Pay Gap Calculation

Male median salary – Female median salary / Male median salary X 100

All Employees

Gender	Median Hourly Rate of Pay
Female	£12.45
Male	£12.45
Median Gender Pay Gap for All Employees	
	0%

Full-time Employees

Gender	Median Hourly Rate of Pay
Female	£19.45
Male	£12.81
Median Gender Pay Gap for Full-time Employees	
	-51.83%

Part-time Employees

Gender	Median Hourly Rate of Pay
Female	£9.51
Male	£10.40
Median Gender Pay Gap for Part-time* Employees	
	8.55%

* Note: Part-time employees include all employees who work a part week or part year.

- 1.2 The council's mean gender pay gap for all employees has improved by 0.72% since last reported in the 2015 Equal Pay Statement and is at present 6.19% lower than the average rate for Scottish Local Authorities (4.98%) as reported in the 2015/16 Local Government Benchmarking Framework.
- 1.3 In line with best practice, this is the first time that the mean gender pay gap has been reported separately for full-time and part-time employees and similarly, the first time that the council has reported median gender pay gap figures.
- 1.4 Both the mean and median gender pay gap figures indicate that the largest pay gap lies within the part-time employee group.

EDUCATION EMPLOYMENT MONITORING STATISTICS

(1 January 2015 – 31 December 2016)

1. STAFF IN POST

The following tables contain equality monitoring information obtained from the councils HR Management Information System.

1.1 Employees in Post by Gender as at 31 December 2016

Gender	Numbers	Percentage
Female	3123	83.6
Male	614	16.4
Prefer not to say		
Unknown		
Total	3737	100

1.2 Employees in Post by Ethnicity as at 31 December 2016

Ethnicity	Responses	Percentage
White – Scottish	2297	61.5
White - Other British	171	4.6
White – Irish	52	1.4
White - Gypsy/ Traveller		
White - Eastern European (e.g. Polish)	2	0.1
White - Other ethnic group	117	3.1
Any mixed or multiple ethnic group	6	0.2
Pakistani, Pakistani Scottish or Pakistani British	12	0.3
Indian, Indian Scottish or Indian British	16	0.4
Bangladeshi, Bangladeshi Scottish or Bangladeshi British		
Chinese, Chinese Scottish or Chinese British		
Other Asian		
African, African Scottish or African British	6	0.2
Other African		
Caribbean, Caribbean Scottish or Caribbean British	9	0.2
Black, Black Scottish or Black British		
Other Caribbean or Black		
Arab, Arab Scottish or Arab British		
Other Arab		
Other	5	0.1
Prefer not to say	1044	27.9
Unknown		
Total	3737	100

1.3 Employees in post by Disability as at 31 December 2016

Disability	Responses	Percentage
Yes	22	0.6
No	176	4.7
Prefer not to say	5	0.1
Unknown	3534	94.6
Total	3737	100

1.4 Employees in post by Disability Type as at 31 December 2016

Disability Type	Responses	Percentage
A learning disability		
A longstanding illness or other health condition	4	18.2
A mental health condition	2	9.1
A physical impairment	2	9.1
Sensory impairment	1	4.5
Other condition		
Prefer not to say		
Unknown	13	59.1
Total	22	100

1.5 Employees in Post by Age as at 31 December 2016

Age	Numbers	Percentage
Under 21	14	0.4
21-30	666	17.8
31-40	949	25.4
41-50	1043	27.9
51-60	900	24.1
61 Plus	165	4.4
Unknown		
Total	3737	100

1.6 Employees in post by Sexual Orientation as at 31 December 2016

Sexual Orientation	Responses	Percentage
Bisexual	3	0.1
Gay	15	0.4
Lesbian	9	0.2
Heterosexual/ straight	1003	26.8
Other		
Prefer not to say	32	0.9
Unknown	2675	71.6
Total	3737	100

1.7 Employee in post by Caring Responsibility as at 31 December 2016

Caring Responsibilities	Responses	Percentage
Yes (children under 18)	82	2.2
Yes other	6	0.2
No	62	1.7
Prefer not to say	3	0.1
Unknown	3584	95.9
Total	3737	100

1.8 Employees in post by Religion or Belief as at 31 December 2016

Religion or Belief	Responses	Percentage
None	143	3.8
Church of Scotland	86	2.3
Roman Catholic	70	1.9
Other Christian	30	0.8
Muslim	1	0.0
Buddhist	2	0.1
Sikh	1	0.0
Jewish		
Hindu		
Humanist		
Pagan	1	0.0
Other religion or belief	2	0.1
Prefer not to say	23	0.6
Unknown	3378	90.4
Total	3737	100

1.9 Employees in post by Gender Identity as at 31 December 2016

The statistics in the table below are provided in response to the following question: Have you ever identified as a transgender person or as undergoing any part of the gender reassignment process?

Gender Identity	Responses	Percentage
Yes		
No	174	4.7
Prefer not to say	2	0.1
Unknown	3561	95.3
Response total	3737	100

2. APPLICANTS FOR EMPLOYMENT

The following statistics are taken from the National Recruitment Portal.

2.1 GENDER

2.1.1 Applicants for Employment 1 January 2015 – 31 December 2015 by Gender

GENDER	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Female	3263	68.7	1137	70.4	313	75.6
Male	1326	27.9	408	25.3	86	20.8
Unknown	145	3.1	67	4.1	14	3.4
Prefer not to say	13	0.3	3	0.2	1	0.2
Total	4747	100	1615	100	414	100

2.1.2 Applicants for Employment 1 January 2016 – 31 December 2016 by Gender

GENDER	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Female	4665	74.9	1288	72.7	395	73.6
Male	1453	23.3	445	25.1	117	21.8
Unknown	91	1.5	34	1.9	2	0.4
Prefer not to say	17	0.3	4	0.2	23	4.3
Total	6226	100	1771	100	537	100

2.2 ETHNICITY

2.2.1 Applicants for Employment 1 January 2015 – 31 December 2015 by Ethnicity

ETHNICITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
White – Scottish	3600	75.8	1267	78.5	318	76.8
White - Other British	404	8.5	139	8.6	39	9.4
White – Irish	85	1.8	26	1.6	7	1.7
White - Gypsy/ Traveller	1	0.0	1	0.1		
White - Eastern European (e.g. Polish)	56	1.2	11	0.7	2	0.5
White - Other ethnic group	191	4.0	46	2.8	14	3.4
Any mixed or multiple ethnic group	27	0.6	4	0.2	1	0.2
Pakistani, Pakistani Scottish/British	49	1.0	11	0.7	4	1.0
Indian, Indian Scottish/British	17	0.4	4	0.2	1	0.2
Bangladeshi, Bangladeshi Scottish/British	3	0.1				
Chinese, Chinese Scottish/British	13	0.3	2	0.1	1	0.2
Other Asian	8	0.2	2	0.1	1	0.2
African, African Scottish/British	5	0.1	1	0.1		
Other African	36	0.8	5	0.3	1	0.2
Caribbean, Caribbean Scottish/British	2	0.0				
Black, Black Scottish/British	8	0.2	2	0.1		
Other Caribbean or Black						
Arab, Arab Scottish/British						
Other Arab	9	0.2	3	0.2	1	0.2
Other						
Prefer not to say	46	1.0	13	0.8	3	0.7
Unknown	187	3.9	78	4.8	21	5.1
Total	4747	100	1615	100	414	100

2.2.2 Applicants for Employment 1 January 2016 – 31 December 2016 by Ethnicity

ETHNICITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
White – Scottish	4739	76.3	1385	78.2	411	76.5
White - Other British	588	9.4	170	9.6	52	9.7
White – Irish	80	1.3	33	1.9	10	1.9
White - Gypsy/ Traveller						
White - Eastern European (e.g. Polish)	71	1.1	14	0.8	2	0.4
White - Other ethnic group	287	4.6	61	3.4	21	3.9
Any mixed or multiple ethnic group	35	0.6	10	0.6	1	0.2
Pakistani, Pakistani Scottish/British	58	0.9	10	0.6	3	0.6
Indian, Indian Scottish/British	46	0.7	5	0.3	1	0.2

ETHNICITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Bangladeshi, Bangladeshi Scottish/British						
Chinese, Chinese Scottish/British	23	0.4	3	0.2		
Other Asian	34	0.5	8	0.5		
African, African Scottish/British	14	0.2	4	0.2	1	0.2
Other African	35	0.6	8	0.5	4	0.7
Caribbean, Caribbean Scottish/British	1	0.0				
Black, Black Scottish/British	9	0.1	3	0.2	1	0.2
Other Caribbean or Black	4	0.1	2	0.1		
Arab, Arab Scottish/British						
Other Arab	9	0.1	2	0.1		
Other						
Prefer not to say	39	0.6	12	0.7	4	0.7
Unknown	144	2.3	41	2.3	26	4.8
Total	6226	100	1771	100	537	100

2.3 DISABILITY

2.3.1 Applicants for Employment 1 January 2015 – 31 December 2015 by Disability

DISABILITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
	(4747)		(1615)		(414)	
Disabled	171	3.6	77	4.8	15	3.6

2.3.2 Applicants for Employment 1 January 2016 – 31 December 2016 by Disability

DISABILITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
	(6226)		(1771)		(537)	
Disabled	256	4.1	96	5.4	21	3.9

2.3.3 Applicants for Employment 1 January 2015 – 31 December 2015 by Disability Type

DISABILITY TYPE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Learning Disability	46	26.9	16	20.8	4	26.7
Longstanding Illness	37	21.6	23	29.9	4	26.7
Mental Health Condition	28	16.4	11	14.3	2	13.3
Physical Impairment	29	17.0	14	18.2	1	6.7
Sensory Impairment	9	5.3	6	7.8	3	20.0
Other	3	1.8				
Prefer Not to Say	6	3.5	3	3.9		
Unknown	13	7.6	4	5.2	1	6.7
Total	171	100	77	100	15	100

2.3.4 Applicants for Employment 1 January 2016 – 31 December 2016 by Disability Type

DISABILITY TYPE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Learning Disability	81	31.6	29	30.2	8	38.1
Longstanding Illness	59	23.0	26	27.1	5	23.8
Mental Health Condition	16	6.3	5	5.2	1	4.8
Physical Impairment	46	18.0	17	17.7	2	9.5
Sensory Impairment	10	3.9	5	5.2	1	4.8
Other	10	3.9	2	2.1	1	4.8
Prefer Not to Say	1	0.4				
Unknown	33	12.9	12	12.5	3	14.3
Total	256	100	96	100	21	100

2.4 AGE

2.4.1 Applicants for Employment 1 January 2015 – 31 December 2015 by Age

AGE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Under 21	148	3.1	67	4.1	23	5.6
21-30	1570	33.1	427	26.4	104	25.1
31-40	1280	27.0	491	30.4	107	25.8
41-50	908	19.1	320	19.8	101	24.4
51-60	523	11.0	180	11.1	48	11.6
61 plus	113	2.4	45	2.8	12	2.9

Not Known	205	4.3	85	5.3	19	4.6
Total	4747	100	1615	1000	414	1000

2.4.2 Applicants for Employment 1 January 2016 – 31 December 2016 by Age

AGE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Under 21	305	4.9	89	5.0	30	5.6
21-30	1964	31.5	519	29.3	165	30.7
31-40	1715	27.5	502	28.3	151	28.1
41-50	1352	21.7	402	22.7	110	20.5
51-60	647	10.4	184	10.4	43	8.0
61 plus	98	1.6	27	1.5	10	1.9
Not Known	145	2.3	48	2.7	28	5.2
Total	6226	100	1771	100	537	100

2.5 SEXUAL ORIENTATION

2.5.1 Applicants for Employment 1 January 2015 – 31 December 2015 by Sexual Orientation

SEXUAL ORIENTATION	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Bisexual	26	0.5	9	0.6	2	0.5
Gay	59	1.2	25	1.5	6	1.4
Heterosexual/Straight	4268	89.9	1427	88.4	375	90.6
Lesbian	18	0.4	4	0.2		0.0
Unknown	185	3.9	81	5.0	17	4.1
Prefer not to say	186	3.9	65	4.0	14	3.4
Other	5	0.1	4	0.2		0.0
Totals	4747	100	1615	100	414	100

2.5.2 Applicants for Employment 1 January 2016 – 31 December 2016 by Sexual Orientation

SEXUAL ORIENTATION	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Bisexual	38	0.6	13	0.7	2	0.4
Gay	91	1.5	28	1.6	7	1.3
Heterosexual/Straight	5669	91.1	1607	90.7	490	91.2
Lesbian	35	0.6	13	0.7	2	0.4

Unknown	125	2.0	40	2.3	25	4.7
Prefer not to say	261	4.2	68	3.8	11	2.0
Other	7	0.1	2	0.1		
Totals	6226	100	1771	100	537	100

2.6 RELIGION OR BELIEF

2.6.1 Applicants for Employment 1 January 2015 – 31 December 2015 by Religion or Belief

RELIGION OR BELIEF	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Buddhist	6	0.1				
Church of Scotland	972	20.5	374	23.2	98	23.7
Hindu	10	0.2	4	0.2	1	0.2
Humanist	23	0.5	8	0.5	4	1.0
Jewish	2	0.0				
Muslim	67	1.4	15	0.9	5	1.2
None	1869	39.4	610	37.8	154	37.2
Other Christian	375	7.9	124	7.7	34	8.2
Other Religion/Belief	37	0.8	10	0.6	2	0.5
Pagan	1	0.0				
Roman Catholic	782	16.5	249	15.4	57	13.8
Sikh	2	0.0				
Prefer Not to Say	351	7.4	115	7.1	33	8.0
Unknown	250	5.3	106	6.6	26	6.3
Total	4747	100	1615	100	414	100

2.6.2 Applicants for Employment 1 January 2016 – 31 December 2016 by Religion or Belief

RELIGION OR BELIEF	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Buddhist	20	0.3	5	0.3	3	0.6
Church of Scotland	1203	19.3	391	22.1	113	21.0
Hindu	26	0.4	2	0.1	1	0.2
Humanist	76	1.2	27	1.5	9	1.7
Jewish	3	0.0				
Muslim	74	1.2	12	0.7	3	0.6

None	2656	42.7	664	37.5	200	37.2
Other Christian	574	9.2	150	8.5	47	8.8
Other Religion/Belief	34	0.5	6	0.3	1	0.2
Pagan	7	0.1	2	0.1		
Roman Catholic	933	15.0	316	17.8	92	17.1
Sikh	13	0.2	2	0.1	1	0.2
Prefer Not to Say	402	6.5	129	7.3	32	6.0
Unknown	205	3.3	65	3.7	35	6.5
Total	6226	100	1771	100	537	100

2.7 CARING RESPONSIBILITIES

2.7.1 Applicants for Employment 1 January 2015 – 31 December 2015 by Caring Responsibilities

CARING RESPONSIBILITIES	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes (Children under 18)	1589	33.5	565	35.0	157	37.9
Yes (Other)	87	1.8	25	1.5	9	2.2
No	2872	60.5	947	58.6	230	55.6
Prefer Not to Say	31	0.7	6	0.4	3	0.7
Unknown	168	3.5	72	4.5	15	3.6
Total	4747	100	1615	100	414	100

2.7.2 Applicants for Employment 1 January 2016 – 31 December 2016 by Caring Responsibilities

CARING RESPONSIBILITIES	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes (Children under 18)	2490	40.0	661	37.3	203	37.8
Yes (Other)	76	1.2	30	1.7	3	0.6
No	3498	56.2	1029	58.1	304	56.6
Prefer Not to Say	41	0.7	11	0.6	3	0.6
Unknown	121	1.9	40	2.3	24	4.5
Total	6226	100	1771	100	537	100

2.8 GENDER IDENTITY

The statistics in the tables below are provided in response to the following question: Have you ever identified as a transgender person or as undergoing any part of the gender reassignment process?

2.8.1 Applicants for Employment 1 January 2015 – 31 December 2015 by Gender Identity

GENDER IDENTITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes	6	0.1	2	0.1	2	0.5
No	4547	95.8	1533	94.9	396	95.7
Prefer Not to Say	30	0.6	7	0.4		
Unknown	164	3.5	73	4.5	16	3.9
Total	4747	100	1615	100	414	100

2.8.2 Applicants for Employment 1 January 2016 – 31 December 2016 by Gender Identity

GENDER IDENTITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes	5	0.1				
No	6058	97.3	1712	96.7	508	94.6
Prefer Not to Say	49	0.8	20	1.1	5	0.9
Unknown	114	1.8	39	2.2	24	4.5
Total	6226	100	1771	100	537	100

3. APPLICANTS FOR PROMOTION

The following figures are taken from the National Recruitment Portal and are based on a candidate's own determination as to whether the post they are applying for constitutes a promotion.

3.1 GENDER

3.1.1 Applicants for Promotion 1 January 2015 – 31 December 2015 by Gender

GENDER	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Female	414	74.5	192	74.4	39	76.5
Male	141	25.4	66	25.6	12	23.5
Unknown	1	0.2				
Prefer not to say						
Total	556	100	258	100	51	100

3.1.2 Applicants for Promotion 1 January 2016 – 31 December 2016 by Gender

GENDER	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Female	519	77.9	214	79.3	54	81.8
Male	147	22.1	56	20.7	12	18.2
Unknown						
Prefer not to say						
Total	666	100	270	100	66	100

3.2 ETHNICITY

3.2.1 Applicants for Promotion 1 January 2015 – 31 December 2015 by Ethnicity

ETHNICITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
White – Scottish	483	86.9	228	88.4	47	92.2
White - Other British	33	5.9	18	7.0	2	3.9
White – Irish	17	3.1	6	2.3		
White - Gypsy/ Traveller						
White - Eastern European (e.g. Polish)	10	1.8	2	0.8		
White - Other ethnic group	4	0.7				
Any mixed or multiple ethnic group						

ETHNICITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Pakistani, Pakistani Scottish/British	2	0.4				
Indian, Indian Scottish/British						
Bangladeshi, Bangladeshi Scottish/British	1	0.2				
Chinese, Chinese Scottish/British						
Other Asian	1	0.2	1	0.4		
African, African Scottish/British						
Other African						
Caribbean, Caribbean Scottish/British						
Black, Black Scottish/British						
Other Caribbean or Black						
Arab, Arab Scottish/British						
Other Arab						
Other						
Prefer not to say						
Unknown	5	0.9	3	1.2	2	3.9
Total	556	100	258	100	51	100

3.2.2 Applicants for Promotion 1 January 2016 – 31 December 2016 by Ethnicity

ETHNICITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
White – Scottish	556	83.5	236	87.4	56	84.8
White - Other British	65	9.8	23	8.5	6	9.1
White – Irish	4	0.6	4	1.5		
White - Gypsy/ Traveller						
White - Eastern European (e.g. Polish)	7	1.1	2	0.7		0.0
White - Other ethnic group	16	2.4	3	1.1	3	4.5
Any mixed or multiple ethnic group						
Pakistani, Pakistani Scottish/British	2	0.3				
Indian, Indian Scottish/British						
Bangladeshi, Bangladeshi Scottish/British						
Chinese, Chinese Scottish/British	3	0.5				
Other Asian	1	0.2				
African, African Scottish/British	3	0.5				
Other African						
Caribbean, Caribbean Scottish/British						
Black, Black Scottish/British	1	0.2				
Other Caribbean or Black						
Arab, Arab Scottish/British						
Other Arab	2	0.3				
Other						
Prefer not to say	2	0.3	1	0.4		
Unknown	4	0.6	1	0.4	1	1.5

ETHNICITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Total	666	100	270	100	66	100

3.3 DISABILITY

3.3.1 Applicants for Promotion 1 January 2015 – 31 December 2015 by Disability

DISABILITY	Applicants for Employment (556)		Selected for Interview (258)		Successful Appointments (51)	
	No.	%	No.	%	No.	%
Disabled	11	1.9	5	1.9	2	3.9

3.3.2 Applicants for Promotion 1 January 2016 – 31 December 2016 by Disability

DISABILITY	Applicants for Employment (666)		Selected for Interview (270)		Successful Appointments (66)	
	No.	%	No.	%	No.	%
Disabled	16	2.4	12	4.4	0	0

3.3.3 Applicants for Promotion 1 January 2015 – 31 December 2015 by Disability Type

DISABILITY TYPE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Learning Disability	2	18.2				
Longstanding Illness	2	18.2	1	20.0		
Mental Health Condition						
Physical Impairment	1	9.1				
Sensory Impairment	1	9.1	1	20.0	1	50.0
Other						

DISABILITY TYPE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Prefer Not to Say	2	18.2	1	20.0		
Unknown	3	27.3	2	40.0	1	50.0
Total	11	100	5	100	2	100

3.3.4 Applicants for Promotion 1 January 2016 – 31 December 2016 by Disability Type

DISABILITY TYPE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Learning Disability	2	12.5	1	8.3		
Longstanding Illness	9	56.3	7	58.3		
Mental Health Condition						
Physical Impairment	2	12.5	2	16.7		
Sensory Impairment	2	12.5	1	8.3		
Other						
Prefer Not to Say						
Unknown	1	6.3	1	8.3		
Total	16	100	12	100	0	0

3.4 AGE

3.4.1 Age Profile of Applicants for Promotion 1 January 2015 – 31 December 2015

AGE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Under 21	6	1.1	6	2.3		
21-30	69	12.4	20	7.8	1	2.0
31-40	232	41.7	116	45.0	18	35.3
41-50	159	28.6	69	26.7	23	45.1
51-60	78	14.0	42	16.3	8	15.7
61 plus	10	1.8	4	1.6	1	2.0
Not known	2	0.4	1	0.4		
Total	556	100	258	100	51	100

3.4.2 Age Profile of Applicants for Promotion 1 January 2016 – 31 December 2016

AGE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Under 21	13	2.0	1	0.4		
21-30	91	13.7	32	11.9	9	13.6
31-40	267	40.1	99	36.7	23	34.8
41-50	216	32.4	107	39.6	28	42.4
51-60	70	10.5	28	10.4	6	9.1
61 plus	4	0.6	1	0.4		
Not known	5	0.8	2	0.7		
Total	666	100	270	100	66	100

3.5 SEXUAL ORIENTATION

3.5.1 Applicants for Promotion 1 January 2015 – 31 December 2015 by Sexual Orientation

SEXUAL ORIENTATION	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Bisexual	1	0.2				
Gay	6	1.1	2	0.8	1	2.0
Heterosexual/Straight	518	93.2	243	94.2	47	92.2
Lesbian	1	0.2	1	0.4		
Unknown	6	1.1	2	0.8	1	2.0
Prefer Not to Say	23	4.1	10	3.9	2	3.9
Other	1	0.2				
Totals	556	100	258	100	51	100

3.5.2 Applicants for Promotion 1 January 2016 – 31 December 2016 by Sexual Orientation

SEXUAL ORIENTATION	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Bisexual						
Gay	14	2.1	9	3.3		
Heterosexual/Straight	619	92.9	248	91.9	65	98.5
Lesbian	2	0.3	2	0.7		
Unknown	5	0.8	1	0.4		
Prefer Not to Say	25	3.8	9	3.3	1	1.5
Other	1	0.2	1	0.4		
Totals	666	100	270	100	66	100

3.6 RELIGION OR BELIEF

3.6.1 Applicants for Promotion 1 January 2015 – 31 December 2015 by Religion or Belief

RELIGION OR BELIEF	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Buddhist						
Church of Scotland	177	31.8	83	32.2	17	33.3
Hindu						
Humanist	2	0.4	1	0.4	1	2.0
Jewish						
Muslim	3	0.5				
None	157	28.2	77	29.8	13	25.5
Other Christian	40	7.2	20	7.8	1	2.0
Other Religion/Belief	2	0.4	1	0.4		
Pagan						
Roman Catholic	140	25.2	59	22.9	14	27.5
Sikh						
Prefer Not to Say	27	4.9	13	5.0	3	5.9
Unknown	8	1.4	4	1.6	2	3.9
Total	556	100	258	100	51	100

3.6.2 Applicants for Promotion 1 January 2016 – 31 December 2016 by Religion or Belief

RELIGION OR BELIEF	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Buddhist	1	0.2				
Church of Scotland	189	28.4	74	27.4	16	24.2
Hindu						
Humanist	3	0.5	1	0.4	1	1.5
Jewish						
Muslim	4	0.6				
None	216	32.4	84	31.1	19	28.8
Other Christian	66	9.9	25	9.3	9	13.6
Other Religion/Belief	5	0.8				
Pagan						
Roman Catholic	141	21.2	63	23.3	15	22.7
Sikh						
Prefer Not to Say	33	5.0	19	7.0	6	9.1
Unknown	8	1.2	4	1.5		
Total	666	100	270	100	66	100

3.7 CARING RESPONSIBILITIES

3.7.1 Applicants for Promotion 1 January 2015 – 31 December 2015 by Caring Responsibilities

CARING RESPONSIBILITIES	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes (Children under 18)	265	47.7	122	47.3	23	45.1
Yes (Other)	8	1.4	3	1.2	1	2.0
No	278	50.0	131	50.8	26	51.0
Prefer Not to Say	3	0.5	1	0.4	1	2.0
Unknown	2	0.4	1	0.4		
Total	556	100	258	100	51	100

3.7.2 Applicants for Promotion 1 January 2016 – 31 December 2016 by Caring Responsibilities

CARING RESPONSIBILITIES	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes (Children under 18)	362	54.4	148	54.8	39	59.1
Yes (Other)	12	1.8	7	2.6	1	1.5
No	287	43.1	113	41.9	25	37.9
Prefer Not to Say	2	0.3	1	0.4		
Unknown	3	0.5	1	0.4	1	1.5
Total	666	100	270	100	66	100

3.8 GENDER IDENTITY The statistics in the tables below are provided in response to the following question: Have you ever identified as a transgender person or as undergoing any part of the gender reassignment process?

3.8.1 Applicants for Promotion 1 January 2015 – 31 December 2015 by Gender Identity

GENDER IDENTITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes	1	0.2				
No	553	99.5	257	99.6	51	100
Prefer Not to Say						
Unknown	2	0.4	1	0.4		
Total	556	100	258	100	51	100

3.8.2 Applicants for Promotion 1 January 2016 – 31 December 2016 by Gender Identity

GENDER IDENTITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes						
No	655	98.3	267	98.9	66	100
Prefer Not to Say	6	0.9	2	0.7		
Unknown	5	0.8	1	0.4		
Total	666	100	270	100	66	100

4. EMPLOYEES APPLYING FOR AND RECEIVING TRAINING

The table below contains information on employees who have received training centrally. The majority of training carried out centrally is mandatory. Therefore, there have not been any employees who have applied for training centrally who have not received the training or are currently awaiting the training.

4.1 Employees who applied for and received training during period 1 January 2015 – 31 December 2015

ETHNICITY	Number (233)	Proportion (%)
White – Scottish	159	68.2
White - Other British	11	4.7
White – Irish	4	1.7
White - Gypsy/ Traveller		
White - Eastern European (e.g. Polish)		
White - Other ethnic group	7	3.0
Any mixed or multiple ethnic group		
Pakistani, Pakistani Scottish/British		
Indian, Indian Scottish/British		
Bangladeshi, Bangladeshi Scottish/British		
Chinese, Chinese Scottish/British		
Other Asian		
African, African Scottish/British		
Other African		
Caribbean, Caribbean Scottish/British		
Black, Black Scottish/British		
Other Caribbean or Black		
Arab, Arab Scottish/British		
Other Arab		
Other	1	0.4
Prefer not to say	51	21.9
Unknown		
GENDER	Number	Proportion (%)
Female	185	79.4

Male	48	20.6
Unknown		
DISABILITY		
	Number	Proportion (%)
Number of Disabled Employees	0	0
AGE		
	Number	Proportion (%)
Under 21	1	0.4
21 - 30	57	24.5
31 - 40	36	15.5
41 - 50	70	30.0
51 - 60	58	24.9
61 plus	11	4.7
Unknown		
SEXUAL ORIENTATION		
	Number	Proportion (%)
Bisexual		
Gay	2	0.9
Heterosexual/Straight	78	33.5
Lesbian		
Prefer Not to Say	2	0.9
Unknown	151	64.8

RELIGION OR BELIEF		
Buddhist		
Church of Scotland	3	1.3
Hindu		
Humanist		
Jewish		
Muslim		
None	2	0.9
Other Christian		
Other Religion/Belief		
Pagan		
Roman Catholic	3	1.3
Sikh		
Prefer Not to Say	1	0.4
Unknown	224	96.1
CARING RESPONSIBILITY		
	Number	Proportion (%)
No	4	1.7
Yes (children under 18)	6	2.6
Yes (other)	1	0.4
Prefer Not to Say		
Unknown	222	95.3
GENDER IDENTITY		
	Number	Proportion (%)

Yes		
No	11	4.7
Prefer Not to Say		
Unknown	222	95.3

4.2 Employees who applied for and received training during period 1 January 2016 – 31 December 2016

ETHNICITY	Number (556)	Proportion (%)
White – Scottish	366	65.8
White - Other British	23	4.1
White – Irish	5	0.9
White - Gypsy/ Traveller		
White - Eastern European (e.g. Polish)		
White - Other ethnic group	16	2.9
Any mixed or multiple ethnic group	1	0.2
Pakistani, Pakistani Scottish/British	2	0.4
Indian, Indian Scottish/British		
Bangladeshi, Bangladeshi Scottish/British		
Chinese, Chinese Scottish/British		
Other Asian		
African, African Scottish/British		
Other African		
Caribbean, Caribbean Scottish/British	1	0.2
Black, Black Scottish/British		
Other Caribbean or Black		
Arab, Arab Scottish/British		
Other Arab		
Other		
Prefer not to say	142	25.5
Unknown		
GENDER	Number	Proportion (%)
Female	497	89.4
Male	59	10.6
Unknown		
DISABILITY	Number	Proportion (%)
Number of Disabled Employees	4	0.7
AGE	Number	Proportion (%)
Under 21	4	0.7
21 - 30	93	16.7
31 - 40	109	19.6
41 - 50	181	32.6
51 - 60	154	27.7
61 plus	15	2.7

Unknown		
SEXUAL ORIENTATION	Number	Proportion (%)
Bisexual		
Gay	2	0.4
Heterosexual/Straight	137	24.6
Lesbian		
Prefer Not to Say	7	1.3
Unknown	410	73.7

RELIGION OR BELIEF	Number	Proportion (%)
Buddhist		
Church of Scotland	4	0.7
Hindu		
Humanist		
Jewish		
Muslim		
None	10	1.8
Other Christian		
Other Religion/Belief		
Pagan		
Roman Catholic	6	1.1
Sikh		
Prefer Not to Say	4	0.7
Unknown	532	95.7
CARING RESPONSIBILITY	Number	Proportion (%)
No	9	1.6
Yes (children under 18)	13	2.3
Yes (other)	2	0.4
Prefer Not to Say		
Unknown	532	95.7
GENDER IDENTITY	Number	Proportion (%)
Yes		
No	21	3.8
Prefer Not to Say		
Unknown	535	96.2

5. GRIEVANCE, DISCIPLINE AND BULLYING & HARASSMENT

The total number of employees involved in grievance procedures, who were the subject of disciplinary procedures or who raised Bullying & Harassment at work complaints was as follows:

5.1 Grievance Procedures, Disciplinary Procedures and Bullying & Harassment Complaints for period 1 January 2015 – 31 December 2015

	Grievance (5)		Disciplinary (4)		Bullying & Harassment (7)	
	No.	%	No.	%	No.	%
ETHNICITY						
White – Scottish	2	40.0	1	25.0	4	57.1
White - Other British					2	28.6
White – Irish						
White - Gypsy/ Traveller						
White - Eastern European (e.g. Polish)						
White - Other ethnic group			1	25.0		
Any mixed or multiple ethnic group						
Pakistani, Pakistani Scottish/British						
Indian, Indian Scottish/British						
Bangladeshi, Bangladeshi Scottish/British						
Chinese, Chinese Scottish/British						
Other Asian						
African, African Scottish/British						
Other African						
Caribbean, Caribbean Scottish/British						
Black, Black Scottish/British						
Other Caribbean or Black						
Arab, Arab Scottish/British						
Other Arab						
Other						
Prefer not to say	3	60.0	2	50.0	1	14.3
Unknown						
GENDER	No.	%	No.	%	No.	%
Female	5	100	3	75.0	7	100
Male			1	25.0		
DISABILITY	No.	%	No.	%	No.	%
Number of Disabled Employees	0	0	0	0	0	0
AGE	No.	%	No.	%	No.	%
Under 21						
21 – 30			1	25.0		
31 – 40						
41 – 50	3	60.0	2	50.0	2	28.6

51 – 60	1	20.0	1	25.0	4	57.1
61 plus	1	20.0			1	14.3
SEXUAL ORIENTATION	No.	%	No.	%	No.	%
Bisexual						
Gay						
Heterosexual/Straight	1	20.0	1	25.0		
Lesbian						
Prefer Not to Say						
Unknown	4	80.0	3	75.0	7	100

RELIGION OR BELIEF	No.	%	No.	%	No.	%
Buddhist						
Church of Scotland			1	25.0		
Hindu						
Humanist						
Jewish						
Muslim						
None						
Other Christian						
Other Religion/Belief						
Pagan						
Roman Catholic	1	20.0				
Sikh						
Prefer Not to Say						
Unknown	4	80.0	3	75.0	7	100
CARING RESPONSIBILITY						
No						
Yes (children under 18)	1	20.0	1	25.00		
Yes (other)						
Prefer Not to Say						
Unknown	4	80.0	3	75.00	7	100
GENDER IDENTITY						
Yes						
No	1	20.0	1	25.0		
Prefer Not to Say						
Unknown	4	80.0	3	75.0	7	100

5.2 Grievance Procedures, Disciplinary Procedures and Bullying & Harassment Complaints for period 1 January 2016 – 31 December 2016

	Grievance (2)		Disciplinary (4)		Bullying & Harassment (1)	
	No.	%	No.	%	No.	%
ETHNICITY						
White – Scottish	1	50.0	2	50.0		
White - Other British						
White – Irish			1	25.0		
White - Gypsy/ Traveller						
White - Eastern European (e.g. Polish)						
White - Other ethnic group						
Any mixed or multiple ethnic group						
Pakistani, Pakistani Scottish/British						
Indian, Indian Scottish/British						
Bangladeshi, Bangladeshi Scottish/British						
Chinese, Chinese Scottish/British						
Other Asian						
African, African Scottish/British						
Other African						
Caribbean, Caribbean Scottish/British						
Black, Black Scottish/British						
Other Caribbean or Black						
Arab, Arab Scottish/British						
Other Arab						
Other						
Prefer not to say	1	50.0	1	25.0	1	100
Unknown						
GENDER						
	No.	%	No.	%	No.	%
Female	1	50.0			1	100
Male	1	50.0	4	100		
DISABILITY						
Number of Disabled Employees	0	0	0	0	0	0
AGE						
	No.	%	No.	%	No.	%
Under 21						
21 – 30			1	25.0		
31 – 40	1	50.0	2	50.0		
41 – 50					1	100
51 – 60	1	50.0	1	25.0		
61 plus						
SEXUAL ORIENTATION						
	No.	%	No.	%	No.	%

Bisexual						
Gay						
Heterosexual/Straight			1	25.0		
Lesbian						
Prefer Not to Say						
Unknown	2	100	3	75.0	1	100

	No.	%	No.	%	No.	%
RELIGION OR BELIEF						
Buddhist						
Church of Scotland						
Hindu						
Humanist						
Jewish						
Muslim						
None						
Other Christian						
Other Religion/Belief						
Pagan						
Roman Catholic						
Sikh						
Prefer Not to Say						
Unknown	2	100	4	100	1	100
CARING RESPONSIBILITY						
No						
Yes (children under 18)						
Yes (other)						
Prefer Not to Say						
Unknown	2	100	4	100	1	100
GENDER IDENTITY						
Yes						
No						
Prefer Not to Say						
Unknown	2	100	4	100	1	100

6. EMPLOYEES LEAVING EMPLOYMENT

6.1 Employees leaving employment during period 1 January 2015 – 31 December 2015

ETHNICITY	Number (296)	Proportion (%)
White – Scottish	181	61.1
White - Other British	14	4.7
White – Irish	10	3.4
White - Gypsy/ Traveller		
White - Eastern European (e.g. Polish)		
White - Other ethnic group	8	2.7
Any mixed or multiple ethnic group	1	0.3
Pakistani, Pakistani Scottish/British	1	0.3
Indian, Indian Scottish/British	1	0.3
Bangladeshi, Bangladeshi Scottish/British		
Chinese, Chinese Scottish/British		
Other Asian		
African, African Scottish/British	1	0.3
Other African		
Caribbean, Caribbean Scottish/British		
Black, Black Scottish/British		
Other Caribbean or Black		
Arab, Arab Scottish/British		
Other Arab		
Other		
Prefer not to say	79	26.7
Unknown		
GENDER	Number	Proportion (%)
Female	246	83.1
Male	50	16.9
DISABILITY	Number	Proportion (%)
Number of Disabled Employees	2	0.7
AGE	Number	Proportion (%)
Under 21		
21 – 30	58	19.6
31 – 40	64	21.6
41 – 50	47	15.9
51 – 60	60	20.3
61 plus	67	22.6
SEXUAL ORIENTATION	Number	Proportion (%)
Bisexual		
Gay		
Heterosexual	62	20.9
Lesbian		
Unknown	231	78.0

ETHNICITY	Number (296)	Proportion (%)
Prefer Not to Say	3	1.0
Other		

RELIGION OR BELIEF	Number	Proportion (%)
Buddhist		
Church of Scotland		
Hindu		
Humanist		
Jewish		
Muslim		
None		
Other Christian		
Other Religion/Belief		
Pagan		
Roman Catholic		
Sikh		
Prefer Not to Say		
Unknown	296	100

CARING RESPONSIBILITY	Number	Proportion (%)
No		
Yes (children under 18)		
Yes (other)		
Prefer Not to Say		
Unknown	296	100

GENDER IDENTITY	Number	Proportion (%)
Yes		
No		
Prefer Not to Say		
Unknown	296	100

6.2 Employees leaving employment during period 1 January 2016 – 31 December 2016

ETHNICITY	Number (345)	Proportion (%)
White – Scottish	204	59.1
White - Other British	29	8.4
White – Irish	7	2.0
White - Gypsy/ Traveller		
White - Eastern European (e.g. Polish)		
White - Other ethnic group	21	6.1
Any mixed or multiple ethnic group		
Pakistani, Pakistani Scottish/British		
Indian, Indian Scottish/British	1	0.3
Bangladeshi, Bangladeshi Scottish/British		
Chinese, Chinese Scottish/British	1	0.3
Other Asian		
African, African Scottish/British	1	0.3
Other African		
Caribbean, Caribbean Scottish/British	3	0.9
Black, Black Scottish/British		
Other Caribbean or Black		
Arab, Arab Scottish/British		
Other Arab		
Other		
Prefer not to say	78	22.6
Unknown		
GENDER	Number	Proportion (%)
Female	285	82.6
Male	60	17.4
DISABILITY	Number	Proportion (%)
Number of Disabled Employees	3	0.9
AGE	Number	Proportion (%)
Under 21	2	0.6
21 – 30	90	26.1
31 – 40	77	22.3
41 – 50	55	15.9
51 – 60	82	23.8
61 plus	39	11.3
SEXUAL ORIENTATION	Number	Proportion (%)
Bisexual	1	0.3
Gay	1	0.3
Heterosexual	93	27.0
Lesbian	1	0.3
Unknown	247	71.6
Prefer Not to Say	2	0.6
Other		

Employees leaving employment during period 1 January 2016 – 31 December 2016 (contd)

	Number	Proportion (%)
RELIGION OR BELIEF		
Buddhist		
Church of Scotland	1	0.3
Hindu		
Humanist		
Jewish		
Muslim		
None	4	1.2
Other Christian	1	0.3
Other Religion/Belief		
Pagan		
Roman Catholic	1	0.3
Sikh		
Prefer Not to Say		
Unknown	338	98.0
CARING RESPONSIBILITY	Number	Proportion (%)
No	1	0.3
Yes (children under 18)	1	0.3
Yes (other)		
Prefer Not to Say		
Unknown	343	99.4
GENDER IDENTITY	Number	Proportion (%)
Yes		
No	2	0.6
Prefer Not to Say		
Unknown	343	99.4

6.3 Reasons for leaving for period 1 January 2015 – 31 December 2015

	Contract Expired	Deceased	Dismissed	Dismissed – capability	Domestic/Personal reasons	Early Retiral	Ill Health Retiral	Leaving Area	Other Employment	Reason not disclosed	Retirement	Voluntary Severance	Totals
ETHNICITY													
White Scottish	19	3		18		17	4	3	56	8	47	5	180
White Other British	2			1	1	3	1	1	5		1		15
White Irish								3	6			1	10
White Gypsy/ Traveller													
White Eastern European (eg Polish)													
White Other Ethnic Group					1				6	1			8
Any Mixed or Multiple ethnic group									1				1
Pakistani, Pakistani Scottish/ British									1				1
Indian, Indian Scottish/ British									1				1

6.3 Reasons for leaving for period 1 January 2015 – 31 December 2015 (contd)

	Contract Expired	Deceased	Dismissed	Dismissed – capability	Domestic/Personal reasons	Early Retiral	Ill Health Retiral	Leaving Area	Other Employment	Reason not disclosed	Retirement	Voluntary Severance	Totals
Bangladeshi, Bangladeshi Scottish/ British													
Chinese, Chinese Scottish/British													
Other Asian													
African, African Scottish/British										1			1
Other African													
Caribbean, Caribbean Scottish/British													
Black, Black Scottish/ British													
Other Caribbean or Black													
Arab, Arab Scottish or Arab British													

6.3 Reasons for leaving for period 1 January 2015 – 31 December 2015 (contd)

	Contract Expired	Deceased	Dismissed	Dismissed – capability	Domestic/Personal reasons	Early Retiral	Ill Health Retiral	Leaving Area	Other Employment	Reason not disclosed	Retirement	Voluntary Severance	Totals
Other Arab													
Other													
Prefer not to say	4			1	13	2	3	2	39	5	9	1	79
Unknown													
Total	25	3		20	15	22	8	9	115	15	57	7	296
GENDER													
Female	19	3		2	29	18	7	7	95	13	48	5	246
Male	6				4	4	1	2	20	2	9	2	50
DISABILITY													
Numberof Disabled Employees									1			1	2
AGE													
Under 21													
21 – 30	13				1			6	35	3			58
31 – 40	5	1			10		1	2	43	1		1	64

6.3 Reasons for leaving for period 1 January 2015 – 31 December 2015 (contd)

	Contract Expired	Deceased	Dismissed	Dismissed – capability	Domestic/Personal reasons	Early Retiral	Ill Health Retiral	Leaving Area	Other Employment	Reason not disclosed	Retirement	Voluntary Severance	Totals
41 – 50		1			10		3		29	4			47
51 – 60	5			1	10	17	2	1	8	6	6	4	60
61 plus	2	1		1	2	5	2			1	51	2	67
SEXUAL ORIENTATION													
Bisexual													
Gay													
Heterosexual/ Straight	19	1			4			2	32	3		1	62
Lesbian													
Unknown	6	2		2	29	22	8	7	81	11	57	6	231
Prefer not to say									2	1			3
Other													
RELIGION/ BELIEF													
Buddhist													
Church of Scotland													

6.3 Reasons for leaving for period 1 January 2015 – 31 December 2015 (contd)

	Contract Expired	Deceased	Dismissed	Dismissed – capability	Domestic/Personal reasons	Early Retiral	Ill Health Retiral	Leaving Area	Other Employment	Reason not disclosed	Retirement	Voluntary Severance	Totals
Hindu													
Humanist													
Jewish													
Muslim													
None													
Other Christian													
Other Religion/Belief													
Pagan													
Roman Catholic													
Sikh													
Prefer Not to Say													
Unknown	25	3		2	33	22	8	9	115	15	57	7	296
CARING RESPONSIBILITY													
No													
Yes (children under 18)													

6.3 Reasons for leaving for period 1 January 2015 – 31 December 2015 (contd)

	Contract Expired	Deceased	Dismissed	Dismissed – capability	Domestic/Personal reasons	Early Retiral	Ill Health Retiral	Leaving Area	Other Employment	Reason not disclosed	Retirement	Voluntary Severance	Totals
Yes (other)													
Prefer Not to Say													
Unknown	25	3		2	33	22	8	9	115	15	57	7	296

GENDER IDENTITY													
Yes													
No													
Prefer Not to Say													
Unknown	25	3		2	33	22	8	9	115	15	57	7	296

6.4 Reasons for leaving for period 1 January 2016 – 31 December 2016

	Contract Expired	Deceased	Dismissed	Dismissed – capability	Domestic/Personal reasons	Early Retiral	Ill Health Retiral	Leaving Area	Other Employment	Reason not disclosed	Retirement	Voluntary Severance	Totals
ETHNICITY													
White Scottish	13	3	1	2	13	5	2	6	91	12	42	14	204
White Other British	2				3			2	17	1	4		29
White Irish					1				5			1	7
White Gypsy/Traveller													
White Eastern European (eg Polish)													
White Other Ethnic Group	5				3			2	11				21
Any Mixed or Multiple ethnic group													
Pakistani, Pakistani Scottish/British													
Indian, Indian Scottish/British									1				1
Bangladeshi, Bangladeshi Scottish/British													
Chinese, Chinese Scottish/British									1				1

6.4 Reasons for leaving for period 1 January 2016 – 31 December 2016 (contd.)

	Contract Expired	Deceased	Dismissed	Dismissed – capability	Domestic/Personal reasons	Early Retiral	Ill Health Retiral	Leaving Area	Other Employment	Reason not disclosed	Retirement	Voluntary Severance	Totals
Other Asian													
African, African Scottish/British				1									1
Other African													
Caribbean, Caribbean Scottish/British					1				2				3
Black, Black Scottish/British													
Other Caribbean or Black													
Arab, Arab Scottish or Arab British													
Other Arab													
Other													
Prefer not to say	5	1		1	7	2		5	35	11	8	3	78
Unknown													
Total	25	4	1	4	28	7	2	15	163	24	54	18	345

6.4 Reasons for leaving for period 1 January 2016 – 31 December 2016 (contd.)

	Contract Expired	Deceased	Dismissed	Dismissed – capability	Domestic/Personal reasons	Early Retiral	Ill Health Retiral	Leaving Area	Other Employment	Reason not disclosed	Retirement	Voluntary Severance	Totals
GENDER													
Female	20	3		4	23	5	2	14	135	20	46	13	285
Male	5	1	1		5	2		1	28	4	8	5	60
DISABILITY													
Number of Disabled Employees							1	1			1		3
AGE													
Under 21	1								1				2
21 – 30	13				5			8	59	5			90
31 – 40	5			1	8			1	58	3		1	77
41 – 50	1			1	7		1	4	34	6		1	55
51 – 60	3	2	1	1	7	7	1	2	11	9	27	11	82
61 plus	2	2		1	1					1	27	5	39
SEXUAL ORIENTATION													
Bisexual											1		1
Gay									1				1

6.4 Reasons for leaving for period 1 January 2016 – 31 December 2016 (contd.)

	Contract Expired	Deceased	Dismissed	Dismissed – capability	Domestic/Personal reasons	Early Retiral	Ill Health Retiral	Leaving Area	Other Employment	Reason not disclosed	Retirement	Voluntary Severance	Totals
Heterosexual/ Straight	14				7			8	62	2			93
Lesbian	1												1
Unknown	10	4	1	4	20	7	2	7	99	22	53	18	247
Other													
Prefer not to say					1				1				2
RELIGION/BELIEF													
Buddhist													
Church of Scotland					1								1
Hindu													
Humanist													
Jewish													
Muslim													
None					2			1	1				4
Other Christian	1												1
Other Religion/Belief													
Pagan													
Roman Catholic					1								1
Sikh													

6.4 Reasons for leaving for period 1 January 2016 – 31 December 2016 (contd.)

	Contract Expired	Deceased	Dismissed	Dismissed – capability	Domestic/Personal reasons	Early Retiral		Leaving Area	Other Employment	Reason not disclosed	Retirement	Voluntary Severance	Totals
Prefer Not to Say													
Unknown	24	4	1	4	24	7	2	14	162	24	54	18	338
CARING RESPONSIBILITY													
No					1								1
Yes (children under 18)									1				1
Yes (other)													
Prefer Not to Say													
Unknown	25	4	1	4	27	7	2	15	162	24	54	18	343

Reasons for leaving for period 1 January 2016 – 31 December 2016 (cont)

	Contract Expired	Deceased	Dismissed	Dismissed – capability	Domestic/Personal reasons	Early Retiral	Ill Health Retiral	Leaving Area	Other Employment	Reason not disclosed	Retirement	Voluntary Severance	Totals
GENDER IDENTITY													
Yes													
No					1				1				2
Prefer Not to Say													
Unknown	25	4	1	4	27	7	2	15	162	24	54	18	343

APPENDIX 2

Outcome 1: Employability and skills opportunities are accessible and accessed proportionately, by people within the relevant protected characteristics in West Lothian.

What we've done	The difference this has made
<p>Education - Schools All West Lothian pupils are supported through work experience opportunities and partnership working with local employers.</p> <p>Secondary schools work in partnership with the Scottish Qualification Authority (SQA) in order to support young people in achieving the highest standards possible and close the Attainment Gap identified by Scottish Government as key to their success.</p> <p>WLC is committed to delivering the best possible outcomes for children & young people, in line with the SOA. Work to raise attainment is undertaken by schools in terms of the Raising Attainment Strategy.</p> <p>Schools work with partner organisations such as MCMC and the Youth Inclusion Project (YIP) to identify and support progression to positive destinations.</p>	<p>This has resulted in a significant improvement in attainment and positive destinations for young people, in turn making a positive impact on 'Closing the Attainment Gap'. Closing the Attainment Gap, Developing the Young Workforce and Positive Destinations have become key priorities nationally and locally in Education.</p> <p>For example - Burnhouse Skills Centre, where pathways to employability support referred pupils through the SQA Steps to Work Level 4 Award. Groups which focus on Enterprise and Skills for Life are also in place for young people who may experience challenges in entering the workplace.</p> <p>Outcomes: Pupils are sitting and passing more N5 exams at S4 (2014 – 2016). Pupils are sitting and passing more Highers at S5 (2014 – 2016). West Lothian pupils are outperforming the virtual comparator and national average in both numeracy and literacy at level 3 & 4. The attainment of the most deprived 30% at point of exit is above the national average.</p> <p>Young people who previously were disengaged are now provided with support to achieve a positive destination. The young people work on self-esteem and confidence building projects to help remove barriers to engagement.</p>
<p>Active Schools and Community Sport (AS+CS) provide targeted activities for school pupils with protected characteristics. Specifically these activities are targeted at girls and young women (Sex) and those with additional support needs (Disability). During 2015/16, 47% of all participants in extracurricular activities were girls or young women. Although all AS+CS activities are inclusive, AS+CS provided and additional 10 opportunities in partnership with Lothian Disability Sport</p>	<p>This proactive and targeted approach has achieved a significant increase in the participation at events. For example, there were 245 attendees at these events by West Lothian pupils over 2015/16. In addition, 8 pupils were selected from these events for the regional squad who finished in 3rd place at the national Sporthall Athletics final.</p>

<p>specifically for those with additional support needs. Active Schools and Community Sport deliver, and support the delivery to training and qualifications to those with protected characteristics within schools and the community.</p>	<p>During 2015/16, 148 qualifications were delivered to 75 participants with protected characteristics. Opportunities for utilising these qualifications were also provided resulting in increased participation for other groups in sport and physical activity. One example would be the provision of Y-Dance qualifications for girls and young women to lead extracurricular dance sessions within primary and secondary schools to increase participation in dance.</p>
<p>Instrumental Music Service All lessons offered by the IMS are inclusive with all children and young people encouraged to attend. Instrumental music instructors adapt their teaching strategies according to the needs of the pupils.</p>	<p>Children and young people who participate in instrumental music gain confidence, self-esteem, enjoyment and personal growth.</p>
<p>Community Arts Community Arts worked in partnership with Open Secret to create a weekly art group for women who have suffered domestic abuse. Open Secret is a community based organisation that provides confidential support to individuals and families whose lives have been impacted by childhood abuse or trauma. Community Arts continue to provide advice and support on funding and development.</p>	<p>Initially Community Arts set up series of art workshops in partnership with Open Secret, this has:</p> <ul style="list-style-type: none"> • Created an network of support • Built confidence • Provided a safe environment for people with shared experience of violence • Allowed participants to learn new skills <p>The success of the workshops initiated by Community Arts has led to the group continuing on the work giving a legacy ensuring ongoing benefit to participants.</p>
<p>Community Learning and Development (CLD) Youth Services offers an effective range of learning opportunities to support young people to develop skills for life learning and work.</p> <ul style="list-style-type: none"> • West Lothian have been identified by Education Scotland as an area of emerging best practice for Work Experience; including Work Placements, and as such have contributed to the co-production of a Toolkit of resources which will be available to every local authority in Scotland. • The Schools Vocational Programme includes a mix of both vocational related skills and personal development opportunities to address barriers to employability. The options included a variety of programmes running between 10 and 13 weeks and are targeted at the MCMC cohort. The options available included Motor Vehicle, Construction and Hospitality at (West Lothian College); and Construction at Blackburn Local Employment Scheme (BLES). Young people evaluations from the programmes are very positive. Some 	<p>The work undertaken by the Service has been identified as an area of emerging best practice for work experience/work placements which has achieved the following outcomes for young people:</p> <ul style="list-style-type: none"> • 92 young people have moved on from 'Activity Agreements', 64 of whom have now moved to a positive destination (70%). • 51 young people participated in the Skills Training Programme, 31 Males (61%) and 20 females (39%). 36 young people have left the programme, 29 of whom have progressed to a positive destination (81%). • Of the 232 young people referred for intensive 1:1 support with More Choices More Chances (MCMC) Key Workers 189 young people were leavers of the programme, 179 of whom progressed to positive destinations (95%). <p>584 young people participated in structured learning opportunities delivered by the service and 523 (90%) achieved accreditation. Accredited courses included: the Junior Awards for Schools Scheme (JASS), Duke of Edinburgh's Awards,</p>

<p>young people participating in the Hospitality course requested an extension to the programme. 80% of young people passed the Motor Vehicle course and are guaranteed an interview for courses with West Lothian College.</p>	<p>The John Muir Award, Go Mountain Biking Level 1, Emergency First Aid, Dynamic Youth Award, NI Climbing AS Level 1, REHIS Food Hygiene, SQA PC Passport, and Saltire Awards.</p> <p>The impact has been that these young people have achieved in areas which they would not have done without the support of the service and participation has enabled them to move onto a positive destination.</p>
<p>The West Lothian Dyslexia Network was formed in February 2015 and has supported joint working of local services to better support access for adults with dyslexia. Training has been delivered to 101 individuals from 25 separate organisations and services including housing providers, employability services, family centres and key staff across libraries and community centres. This has raised awareness of dyslexia with a particular focus on accessibility support. Alongside this, accessibility software has been installed on all council public access PCs. The network has hosted two 'breakfast' events to widen access to networking opportunities.</p>	<p>Through shared practice and partnership working across the network, members have adapted their approach to better identify and support individual needs, particularly relating to progression into employment. This has included better screening processes when first engaging with customers; access to funding to purchase equipment and resources to provide a better quality of support and co-delivery of learning to support literacy and employability skills development. Partner organisations have increased access to networking opportunities to share approaches and practice. These have been accessed by 27 organisations and services and have been positively evaluated. Sample feedback from event participants includes: <i>"Brilliant opportunity to network and become more aware of what support is available. Great to hear of so many organisations wanting to improve people's lives. Well organised and presented. I've received training from work but had not had the opportunity to hear of the positive experiences of people before and after diagnosis"</i>.</p> <p>As part of the evaluation of training delivered, the network investigated impact with case studies on two services that participated. An Access2Employment Adviser has used all of the software from the training and advises that apart from the fonts they are all very popular and useful. Tinting screens and having job adverts read out are common occurrences now at her sessions. She feels that having her clients read or listen to the job adverts has two benefits. One, she has more time to help with other activities and two, her clients feel more confident about their own searching. Clients who can use the software report that they are happier about doing the regular tasks that are necessary for job searching. Many now bring their own headphones and can load up and alter the settings to suit themselves.</p> <p>She reports that a long term client uses IVONA and WordTalk with her own headphones now at every session. She has seen an increase in the client's confidence and is able to leave her to work on her own.</p> <p>The worker has also observed clients who she has shown the software go on to</p>

	demonstrate it to other people in the community.
<p>Adults from migrant communities with low levels of written or spoken communication in English have access to ESOL classes through Adult Learning. This supports the development of skills levels to access further learning and increase employability.</p>	<p>In 2015/16, 462 adults, whose English level have been assessed at SCQF level 2 or below, accessed ESOL classes. Ten percent of learners progressed into one or more of work, further learning or accreditation. The number of learners gaining accreditation at level 2 has increased year on year with 47 gaining a qualification in June 2015 and 55 in June 2016.</p> <p>One learner planned to open her own business. Her idea was to open a burger van which sells British and Polish food. In December, She successfully completed her Food Hygiene certificates and, in January 2016, started her new venture. Learning English has been so important to her and helped her turns her plans into reality. But it has also helped her in other aspects of everyday life. Last year she joined the church and she now finds she is able to understand the priest: she told us that "were it not that I have learned so much I could not find their church". Improving her language skills has also helped her to make many new friends from across society, "not only Poles".</p> <p>An example of the difference adult learning can make is from David: "Initially the dole sent me but after a couple of weeks I wanted to come. I was unemployed for 10 years. I got my CSCS (construction skills certificate) and then started a 2 month job on a building site. If it was not for my tutor I would not have passed my CSCS card. The staff went out of their way to help me. So I used my CSCS card and I got a job."</p>
<p>Low Port Centre</p> <p>In partnership with other West Lothian Council Services Low Port Centre has provided a significant support function to support Pathways into Employment initiatives for targeted young people.</p> <p>To support the outcomes Community Learning and Development key partner projects such as Helping Young People into Employment (HYPE) More Choices More Chances (Mc2) and Social Inclusion, West Lothian Youth Foundation. Low Port Centre devised bespoke long term outdoor activity programmes to support young adults who were in transition from school or were unemployed.</p>	<p>Statements</p> <p>" Taking part in the outdoor activities and the staff helped me to speak more to group members and staff"</p> <p>"This training programme made me find out that I can do some things well, especially climbing"</p> <p>"Being on outdoor activities project has made me be on time for minibus pick ups, have my clothing with me and bring a packed lunch"</p> <p>"It gets me out the house and make new friends"</p> <p>"I tried new things such as kayaking, climbing and biking. I am not good at any</p>

<p>Low Port Centre continues to deliver long term activities to HYPE (Helping Young People Engage) In addition to developing social and work place skills participants on the courses also gained 2-3 National Governing Body awards such as GOTMB – Mountain Bike, NICAS – Indoor Climbing Awards and British Canoe Association Awards and Dynamic Youth Award.</p> <p>Low Port Centre was a key partner in delivering West of West Lothian Project over 2015 /16. This was an early intervention employment skills training project working with 24 third year pupils who attended Bathgate Academy, Whitburn Academy, St Kentigern’s and Armadale Academy. The programme targeted pupils who either did not engage well with school or had social development issues such as low self-esteem, no confidence, or socially isolated. The aim was to improve attendance, enhance engagement with school, develop life and employment and increase attainment with outdoor activity qualifications.</p>	<p>of them but I did try my best and got some success”.</p> <p>“It feels great when you do something that’s hard and frightening such as walking along the boats”</p> <p>“I keep saying” I can not do it” but the activity programme has made me realise I can and believe myself more”</p> <p>“I have made new friends and made me speak more to others and the group leaders”</p> <p>“Teamwork is important and I like to help with jobs assist and the instructors”</p> <p>“This instructor has been a dad to me, helping and listening to me to do my best”.</p> <p>Community Learning and Development initiatives</p> <p>90 young people engaged with Outdoor activity programmes 6 -12 weeks periods. They encountered a range of challenging outdoor activity to develop key employment skills and social life skills.</p> <p>West OF West Lothain</p> <p>Over 12 -18 weeks, pupils were provided 2 days a week an outdoor activity programme that included mountain biking, climbing, kayaking, canoeing, team building, first aid and bush craft and John Muir Award. All pupils achieved 2- 3 awards in various activity.</p>
<p>Adult Learning group for learning relating to literacies, digital and financial inclusion and health and well-being supports adults to improve skills and employability</p>	<p>In 2015/16, 305 adults attended literacies learning (under Adult Basic Education) with 30% progressing onto one or more positive destination of work, volunteering, further learning or training. In this period, 790 learners across CLD Working with Adults and Adult Basic Education achieved a personal learning goal under these learning themes. These services have now been restructured to for Adult Learning with a continued focus on developing skills to remove anti-poverty, attainment and employability barriers.</p>

Outcome 2: The council has a reduced level of gender based occupational segregation.

What we've done	The difference this has made
<p>Education Schools</p> <p>Schools aim support all pupils to access the pathways into learning, life and work without gender bias as encompassed in Getting in Right for Every Child (GIRFEC) and the Wellbeing Indicators – safe, healthy, active, nurtured, achieving, respected, responsible and included. This is also exemplified through all West Lothian Schools commitment to the UNCRC Childrens' Rights Charter (Article 2 in particular), working with the support of Unicef.</p> <p>The gender balance in of teachers in education in 2014 – 15 (the most recently available figures) is 413 male and 1767 female. Whilst there is a positive action policy in place within the council it is not currently employed within the teacher recruitment process.</p>	<p>To date the following schools have been awarded the Unicef Rights Respecting Schools awards (approx. 50%): 14 - Level 2 Awards 43 - Level 1 Awards</p> <p>The aim of the awards is to ensure that schools embed children's rights in their ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. The Award recognises a school's achievement in putting the United Nations Convention on the Rights of the Child into practice within the school and beyond.</p> <p>The gender imbalance with teachers within the profession remains a national issue. Scottish Government needs to promote the profession to young people at school and university.</p>
<p>Active Schools and Community Sport There are currently 16.6 filled posts within AS+CS. Of those, 8 FTE positions are held by female members of staff (48%).</p>	<p>An equal gender balance has a positive impact on approaches to Active Schools and Community Sport .</p>
<p>Active Schools and Community Sport (AS+CS) provide targeted activities for school pupils with protected characteristics including girls and young women (Sex). During 2015/16, 47% of all participants in extracurricular activities were girls or young women. A review of activities within 2015/16 highlighted the need for additional activities targeted at female participation</p>	<p>Due to the targeted nature of activities for Girls and Young Women in 2016/17, participation by this demographic during Term 1 currently equates to 52% of all attendances at extracurricular sport and physical activity. This is the first occasion where female participation has exceeded that of boys and young men.</p>

Outcome 3: Improved awareness of violence against women, improved protection against violence within services.

What we've done	The difference this has made
<p>Education Schools</p> <p>Schools implement the Council's Anti-Bullying policy and Scotland's Anti-Bullying service Respect Me is promoted in schools by the Health and Wellbeing Co-ordinator.</p> <p>A framework for Relationships and Sexual Health has been updated in 2016 from Early to Fourth level (age 3 – 16) inclusive of developmentally appropriate language. Personal, Social Education (PSE) lessons incorporate appropriate behaviours and heightened awareness of such issues. Police Youth Community Officers deal with incidents as required and will signpost victims to the domestic abuse team (DASAT).</p> <p>Education Scotland are currently developing benchmarks for assessing pupils progress in PSE as there is currently no clear framework for assessing pupil progress in this area, although there is a national qualification in Personal Social Development which some schools have explored.</p> <p>Anger Management sessions are supported in schools inclusive of domestic abuse scenarios. Whitburn Academy and Armadale Academy are involved in more formal work in this area as part of the newly formed Wellbeing and Inclusion Service.</p> <p>In 2016/17 the main focus for the annual Child Protection Training has been educating staff on the authority wide implementation of the 'Safe and Together' model in relation to domestic abuse. The emphasis is on partnering with the non-abusing parent in supporting and safeguarding children and young people who have experienced domestic abuse.</p>	<p>A consistent approach in raising awareness across schools and the awareness of young people of the issues surrounding violence to anyone.</p> <p>This framework has provided schools and the wider service with a tool to highlight the specific issues and support for learning.</p> <p>Education Scotland have yet to publish this guidance expected in 2017.</p> <p>These sessions have been introduced, and have the impact has yet to be evaluated.</p> <p>Each school now has a trained domestic abuse 'champion' as part of the rollout of this initiative. This has resulted in greater multi agency working and raising of awareness of the impact of domestic abuse on children and families. This directs vulnerable families to appropriate supports at an early stage.</p>

ASHA - Community Arts support this weekly art group for women who have suffered domestic abuse.	Created a network of support
CLD Youth Services in partnership with NHS Scotland delivers Healthy Respect Drop Ins for young people.	Relationships and Sexual Health information, advice and guidance are provided.
Active Schools and Community Sport provide training for sports clubs and organisations within the community who wish to focus of specific areas e.g. Child Protection.	Sports clubs and organisations who wish to target aspects of provision for specific demographics e.g. gender or groups addressing violence against women are directed to relevant partner agencies. Funding for supporting targeted activities is also provided through the Sporting Grant scheme.

Outcome 4: People within the relevant protected characteristics in West Lothian understand the definition of hate crime and are comfortable and feel confident about reporting hate incidents.

What we've done	The difference this has made
<p>Education Schools</p> <p>Schools implement and report according to the Council Anti-Bullying policy. Education Scotland are currently developing benchmarks for assessing pupils progress in PSE which will be rolled out to schools early 2017, with the aim of supporting teachers who deliver PSE in the curriculum to formalise pupil progress.</p> <p>Respect and Tolerance are key terms underpinning significant aspects of learning in Health & Wellbeing.</p>	<p>Hate crime awareness is embedded through Personal, Social Education (PSE) and Religious and Moral Education (RME) lessons, which incorporate appropriate behaviours and heightened awareness of such issues. These sessions are delivered to and with all pupils.</p> <p>Schools are adept at recognising when such incidents occur and swiftly address them through whole school and year group assemblies and appropriate interventions with specific groups in partnership with police Youth Community</p>

	<p>Officers and agencies such as Stonewall and the Respect Me service.</p> <p>Broxburn Academy is one of only three schools across Scotland which have been awarded the LGBT Charter Award. The LGBT Schools Charter helps schools look at their policy and practice, including their legislative obligations in the context of LGBT equality. Schools should display the Charter only when they have adequate mechanisms in place to validate and support it, such as inclusive anti-bullying policies and staff training and information available on LGBT issues. By displaying the LGBT Charter of Rights, this sends a positive message to LGBT staff and pupils in an area that they are included, valued, supported and will be treated fairly when they attend school.</p> <p>Although all schools are using the 2016 RSHP framework which highlights ‘Show Racism the Red Card’. Deans High School have an excellent anti-sectarianism module on their S3 PSE programme. Deans CHS also had the Red Card team in to work with all year groups for the last two years during health week.</p>
<p><u>Equality and Diversity Training</u> 83% of staff within Education Services have completed this mandatory corporate training to date. The remaining staff will complete the session by end February 2017.</p>	<p>The training has raised awareness of the main issues in relation to ensuring equality for all across the service.</p>
<p>Active Schools and Community Sport ensure all staff are aware of the definition of hate crime and are aware of corporate procedures relating to the reporting of hate crime.</p>	<p>Any disclosure made to Active Schools and Community Sport staff, or any incident observed by Active Schools and Community Sport staff, is recorded and reported appropriately to relevant agencies.</p>

Outcome 5: People with disabilities experience greater independence in their lives.

What we've done	The difference this has made
<p>Education Schools</p> <p>In addition to our additional support needs (ASN) schools, Education supports pupils with a disability in a variety of ways. Accessibility is considered in all schools and pupils requiring additional support are allocated staff where assessment deems this necessary. A culture of inclusion is promoted through opportunities such as Scottish.</p> <p>Education Services work closely with the NHS Occupational Therapy Team to assess the needs of individual pupils to ensure that they are able to access education within mainstream schools.</p> <p>Disability Sport's Inclusion Training which is offered to all staff.</p> <p>Partnerships are also fostered with the Health Improvement Team, NHS and other external agencies.</p> <p>Education has a newly formed Wellbeing and Inclusion Service which is inclusive of Autism Outreach and Hearing /Visual Impairment and ADHD specialists in order to support pupils.</p>	<p>Pupils with additional support needs are able to access mainstream schools where it is deemed appropriate and suitable adaptations are made to schools as required.</p> <p>Infrastructure changes such as the ramps and lifts and automatic doors are placed in schools where appropriate. Blackburn PS, Dedridge PS, St Mary's PS, Polbeth and Balbardie PS have specific units which support pupils with autism. This accommodation has been suitably adapted to provide appropriate accommodation.</p> <p>This training has supported staff in building confidence to ensure pupils with a disability are able to participate in PE, physical activity and sport utilising appropriate modifications to learning and teaching practice.</p> <p>Best practice is promoted and a common approach to language and intervention processes is used.</p> <p>Parents indicate that their children benefit from the additional support.</p>
<p><i>Move a Shape</i> - Community Arts support this weekly dance class for people with physical & special needs.</p> <p><i>Generation Dance</i> a 60+ dance group for mixed abilities – Community Arts worked in partnership with Generation Arts and Craigshill Good Neighbourhood Network on this regular dance class which encourages those who are 60+ to stay active and feel the benefit of exercise and social interaction.</p>	<p>Inclusion is promoted and assumed within this programme of events by staff and service users..</p> <p>Generation Dance – 12 sessions 12 dancers A professional dancer worked with the group, building confidence, building skills, developing experiences and breaking barriers. The participants' confidence has grown from being supported to attend the sessions to giving an informal sharing to invited guests.</p> <p>It has also impacted on the participants' lifestyles - new things tried / healthy choices made - things achieved, but that they directly attributed to taking part in</p>

	<p>the projects - new found confidence, mental wellbeing and health improvement. For example one participant had the energy to finish decorating a living room, which had been unfinished for a number of years; one participant had dug out a bicycle and cycled to meet the tutor having not ridden for many years; one had in retirement become fixated on a website and had given money to people met online - this has now stopped since starting class.</p>
<p>CLD Youth Services works in partnership with parent-led organisations to provide youth club opportunities for young people with additional support needs.</p>	<p>Through group work activities, young people learn to manage personal, social and formal relationships, participate safely in groups and build confidence and resilience.</p>
<p>Active Schools and Community Sport (AS+CS) provide targeted activities for school pupils with protected characteristics. Including those with additional support needs (Disability). Although all AS+CS activities delivered by the service are inclusive, AS+CS provided and additional 10 opportunities in partnership with Lothian Disability Sport specifically for those with additional support needs.</p>	<p>There were 245 attendances at these events by West Lothian pupils over 2015/16. In addition, 8 pupils were selected from these events for the regional squad who finished in 3rd place at the national Sporthall Athletics final.</p>
<p>Active Schools and Community Sport also work with sports clubs and organisation to promote inclusion and to provide targeted opportunities for those with additional support needs. Grant funding is available to support inclusive clubs provide opportunities for participation and performance by those with additional support needs.</p>	<p>In addition to the two Disability clubs in West Lothian (No Limits and Lothian Disability Badminton), the West Lothian Council Sports Accreditation Scheme recognises a further 10 clubs who provide targeted sessions to increase participation by individuals with additional support needs. Three awards totalling £1,100 were made during 2015/16 to support the delivery of inclusive sessions within West Lothian.</p>
<p>Adult Learning of Lipreading classes to adults experiencing isolation due to hearing loss and have worked with over 60 learners since 2015.</p>	<p>Learners identify that attendance at classes gives them an increased confidence to communicate in everyday settings and therefore increases independence and reduces isolation. One learner fed back "Lipreading classes are about building self-confidence. It's a life saver and given me the confidence to go shopping on my own. I used to just shuffle in and out quickly and hated every minute but now I can do what everyone else does. If I'm not in the mood I don't bother, but when I am I go out and do what a hearing person does. Lipreading classes give us back our life and confidence to carry on with life.</p>

Outcome 6: People within the relevant protected characteristics in West Lothian feel involved in the processes by which the council makes decisions that affect them, and that they have appropriate information and resources to understand and influence those decisions.

What we've done	The difference this has made
<p>Education Schools</p> <p>Schools incorporate Pupil and Parental Voice into many aspects of school life. Pupil and Parent Councils in various forms exist in all schools. Blogs, Newsletters and the national learning and teaching medium Glow are employed to disseminate information and encourage dialogue.</p> <p>There are currently 10 pupils aged 3-14 with refugee status being supported in schools since Sept 2016, led by the Girfec (getting it right for every child) Development Officer. Initial integration is supported by home visits with an interpreter, followed by 6 weeks in school with additional pupil support workers in place. Thereafter there are fortnightly formal meetings with the school and families. Additional resources are in place such as support for a child who also has a cochlear implant. It is recognised that an element of trauma is likely to be an aspect of support to be considered for these pupils beyond the challenges face by other immigrant pupils.</p>	<p>There are key groups in schools who campaign for and address relevant issues such as LGBT and Rights Respecting Schools. Individually tools such as surveys, suggestion boxes and “You said We did” are employed and are increasingly effective in engaging pupils in the schools and wider community.</p> <p>Inclusion and integration is as smooth as possible.</p>
<p>Community Arts</p> <p>Older groups projects - <i>Well Versed</i>.</p>	<p>Older people took part in sessions a writer and filmmaker to create film/poems expressing their experiences and views whilst allowing older people to develop digital skills.</p> <p>The project allowed older people to express their views through a creative medium and also helped develop their digital skills. The Luminate event at Howden Park Centre gave them a platform to express their views.</p> <ul style="list-style-type: none"> • A total of 9 film/poems created • There were 10 participants • The film was screened to an audience of 50 people <p>The event was attended by an international delegation The films created were part of the Nationwide Luminate Festival and are being used on the Luminate website as an example of best practice.</p>

<p>Looked after Young People -<i>Having Your Say</i> film project. Community Arts worked in partnership with Social Policy's Youth Inclusion Project and worked with three groups of Looked after Young People (P5-6; transition and 12-18yrs). They worked with a filmmaker to devise, film and edit a 5 min film which expresses their experiences and thoughts on being in the care system.</p>	<p>The sessions were so popular that the participants have continued to write since the end of the project. 100% Agreed or Strongly agreed that they would be more likely to become more active in the community. 100% Agreed or strongly agreed that they felt their wellbeing had improved by attending</p> <p>The film was screened in the Council Chambers as part of the Care Leavers event run by Social Policy. The project allowed the young people to share with others in similar circumstances in a safe and supportive environment. Youth workers who work regularly with the young people noted how much the young people enjoyed being part of the project and seeing their final film shared at the screening. They also noted the confidence of the young people had grown and how pleased they were to have a platform to express their views.</p>
<p>Active Schools and Community Sport. A range of engagement programmes including focus groups, 1-2-1 meetings and customer feedback forms are utilised to shape the provision of services by the Active Schools and Community Sport service. Information relating to all aspects of service provision is available via websites, social media and hard copy to ensure service provision is understood by all. Information is also provided in other languages, and formats, on request.</p>	<p>Feedback from targeted protected characteristic groups e.g. gender have allowed the service to understand and address barriers to participation by these groups and to provide focus provision within schools and the community. All service activities are reviewed with strengths, and areas for development, identified to influence future planning.</p>
<p>CLD Youth Services works in partnership with LGBT Youth Scotland.</p>	<p>The service supports the LGBT Glitter Canons Youth Group to work collectively to support other young people, raise awareness of LGBT issues and to promote equity, diversity and inclusion. The Glitter Canons Youth Group is involved in organising the West Lothian Pride Event.</p>

Outcome 7: West Lothian Council is recognised internally and externally as an equal opportunities employer.

What we've done	The difference this has made
<p>Education Complies with the Council's policy on equal opportunities.</p>	<p>Equality of opportunity is embedded.</p>
<p>Of the 22 members of staff within the Active Schools and Community Sport structure, 12 are female, equating to 55% of the workforce.</p>	<p>An equal gender balance impacts on approaches to Active Schools and</p>

	Community Sport
--	-----------------

Outcome 8: Children and young people within the relevant protected characteristics in West Lothian’s schools feel safe, supported and able to be themselves.

What we’ve done	The difference this has made
<p>Education Schools</p> <p>Embedding of How Good is Our School 4, Wellbeing Indicators being the Responsibility of All, Rights Respecting Schools and Pupil Voice.</p> <p>Education Services have representation on various multi agency groups including the Mental Health/Wellbeing Screening Group.</p>	<p>Schools are employing a more holistic and broader approach to learning and teaching, which is particularly evident in schools, early years settings and with pupils who have additional support needs.</p> <p>This ensures that young people are directed to appropriate supports at an early stage.</p> <p>Aspects such as the value of Outdoor Learning are prominent in the latest How Good is Our School document (HIGIOS4) and recognise that pupils learn in different ways. Respect and Tolerance are integrally taught and building confidence in individuals is recognised as a crucial attribute for life, as exemplified in Education Scotland’s Significant Aspects of Learning, which are at the core of learning and teaching approaches in curricular areas such a Physical Education.</p> <p>Formal groups supporting LGBT young people are active in 6 of our 11 secondary schools (Broxburn, Deans CHS, The James Young HS, Whitburn Academy, Linlithgow Academy and West Calder HS) and are being increasingly valued by both management teams and pupils as demonstrated by a doubling of participant schools developing LGBT groups since 2013 . Events such as the Stonewall Rainbow Laces campaign and Purple Friday are actively promoted. Broxburn Academy are one of only 3 Scottish secondary schools to have achieved LGBT Youth Scotland Silver Charter mark.</p>

<p>Community Arts Attainment Challenge -</p>	<p>A series of creative workshops, delivered by Hidden Giants, supporting classroom cohesion and parental engagement, particularly targeted at groups for whom English is an additional language.</p>
<p>Community Arts <i>Catapluf's Musical Journey - Beatlie School Campus</i> Catapluf's Musical Journey was a project funded through the Youth Music Initiative, originally commissioned by the London Jazz Festival for children and created by percussionist and composer Adriano Adewale. Catapluf is a character who uses all sorts of things as musical instruments. The musicians took percussion and a cello into Beatlie ASN school and engaged with pupils with a variety of profound additional needs. Previous engagement with ASN schools using music as a medium has shown impact and benefit for pupils with additional needs.</p>	<p>Community Art undertook consultation with artists to ensure the 3 musicians engaged for the project all had experience of working with children who have profound needs. The project delivered a one off workshop in their school and children attended a performance at Howden park Centre. The children all had a positive reaction to the rhythm, beat and sounds of the instruments. A few of the more able children were moving and dancing while other wheelchair bound children moved their heads or eyes towards the sounds and smiled. A staff member commented that the child who was in her care uses her right hand for everything but when the drum was placed on her lap she moved both hands onto the drum to beat it. The staff member was really surprised at this. 7 pupils in the P1-P7 range and 7 pupils in the S1-S6 range participated in the in school workshop, with 5 pupils attending the performance at HPC.</p>
<p>Community Arts <i>Sound Stories – Cedarbank ASN School</i> Sound Stories was a series of 8 weekly workshops aiming to engage ASN pupils in music making by encouraging them to explore their emotional responses to music. Pupils worked with professional composer/Musician Dave Trouton. Head teachers selected 10 pupils who they thought would benefit most from the intervention.</p>	<p>The sessions encouraged pupils to work as a group to devise and perform their own music, providing great opportunities to learn and develop skills in collaboration, turn taking, active listening, sharing, self-expression and self-confidence. Pupils explored the use of music in film and television and learned how music helps to communicate ideas and tell stories.</p> <p><i>Teacher's comments – 'The sessions allowed the pupils to develop social skills such as listening, turn taking, and working together as well as developing their knowledge of music and musical instruments. It was greatly enjoyed by all.'</i></p>
<p>Active Schools and Community Sport have produced a GIRFEC Strategic Self-Evaluation document to support stakeholders and partners reflect on the service provided by Active Schools and Community Sport through the GIRFEC Health and Wellbeing Indicators. This document provides partners with the opportunity to review and reflect on the opportunities provided to pupils across PE, school sport and club sport to ensure that all pupils, including those with protected characteristics, safe, supported and able to be themselves.</p>	<p>The strategic self-evaluation has enabled schools and community clubs to undertake self-reflection with regards to activities and to identify the support that is available through Active Schools and Community Sport. The document provides a focus approach to assisting partners and stakeholders provide a fun, safe and inclusive environment for PE, physical activity and sport. Schools are recognised for outstanding provision through the School Sport Awards. Currently 16 West Lothian primary and secondary schools have attained bronze with 27 on silver and 10 achieving gold.</p>

<p>Community Arts <i>Voice Rocks</i> Community Arts delivered two 14 week programmes of Voice Rocks, per year. Voice Rocks is a vocal choir project for children in P5-S6 open to all children no matter what their ability. Children do not need to have any previous singing experience or be able to sight read music; all they need to have is a love of singing.</p>	<p>51 children participated in 2015 and 2016. The project has allowed children to develop their team work skills, confidence, self-esteem and meet new friends. The project has proved particularly successful with those with ASD conditions. Parent's comments - <i>'(My daughter has) Been attending since the very start. A great workshop with a fantastic end product every time. Inclusive to all. Daughter loves it – she is autistic but her confidence has grown so so much and has gone on to audition in other vocal shows and wishes a future with her voice. Thanks for this amazing opportunity!!'</i> <i>'Fantastic course that has proved to be very beneficial to my daughter as she has developed her confidence. Thoroughly enjoys participating in a large group.'</i></p>
--	--

Outcome 9: Carers in West Lothian recognise an improved awareness of caring related issues amongst employees when accessing and engaging with council services

What we've done	The difference this has made
<p>Education Pupil Support staff in secondary schools will highlight individual young carers with general staff.</p>	<p>Flexibility with elements such as homework, or timekeeping are supported, particularly when additional pressures impact on a young carer's achievement.</p>

Outcome 10: People within the relevant protected characteristics in West Lothian have an improved awareness of, and access proportionately income maintenance and maximisation opportunities

What we've done	The difference this has made
<p>CLD Youth Services work in partnership with other council services and external organisations (e.g. Advice Shop, Department for Work and Pensions and Skills Development Scotland).</p>	<p>This ensures that young people have access to appropriate information advice and guidance in relation to income maintenance and maximisation of opportunities.</p>
<p>The strategic self-evaluation has enable schools and community clubs to undertake self-reflection with regards to activities and to identify the support that is available through Active Schools and Community Sport. The document provides a focus approach to assisting partners and stakeholders provide a fun, safe and inclusive environment for PE, physical activity and sport. Schools are recognised for outstanding provision through the School Sport Awards. Currently 16 West Lothian primary and secondary schools have attained bronze with 27 on silver and 10 achieving gold.</p>	<p>During 2015/16 a total of £84,856.36 was allocated through 143 awards.</p> <p>Examples include individuals from West Lothian Visually Impaired Bowling Club awarded £300 each towards the cost of representing Team Scotland at a test series in Israel. Livingston and District Dolphins Amateur Swimming Club were also awarded a grant of £500 to host a Team Manager CPD course for Rainbow Squad parents.</p>

