Public Sector Equality Duty
West Lothian Education Authority Mainstreaming
Report 2017-21 Update 2019

West Lothian Council

Contents

1. Foreword

This document presents West Lothian Council's progress report on our equality mainstreaming commitments for the period of 2017 – 2019. Our first mainstreaming report was published in April 2013 with subsequent updates published as required by the Public Sector Equality Duty in Scotland.

The council is committed to tackling discrimination, advancing equality of opportunity and promoting good relations both within our workforce and the wider community. Mainstreaming equality is the process by which we will work towards achieving this as an organisation.

Our objective in mainstreaming equality is to integrate an equality perspective into the everyday work of the council, involving managers and policy makers across all council services, as well as equality specialists and community planning partners.

Equality mainstreaming is a long term approach that aims to make sure that policy making within the council is fully sensitive to the diverse needs and experiences of everyone affected. The approach will help to provide better information, transparency and openness in the way we make decisions about our services and resources.

The council recognises that mainstreaming requires leadership and commitment over the long term to the principles and processes of mainstreaming equality, as well as ownership and integration within every service and team across the Authority.

This report outlines the progress we have made in mainstreaming equality over the period of 2017 to 2019.

Councillor Lawrence Fitzpatrick **Leader of the Council**

Graham Hope **Chief Executive**

April 2019

2. West Lothian Context

2.1 West Lothian is a great place to live, work and do business, West Lothian Council aims to improve the quality of life and opportunities for all citizens. We are a top performing Council with a reputation for innovation, partnership working and customer focus.

West Lothian is the ninth largest local authority in Scotland serving a population of approximately 178,500, accounting for 3.3% of Scotland's population and one of the fastest growing and youngest in the country.

The Council is central to the provision of services that affect people's everyday lives, for example, housing, education, libraries, leisure and benefits. We therefore recognise that all services provided by the Council need to reflect and consider the impact that they may have on equality. We aim to provide improved services that meet the needs and priorities of local communities.

3.1 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

3.2 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).

3.3 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 Education Equality Outcome plan which details the education equality outcomes and the progress made in the past two years (2017-2019) is provided in Appendix 1

4. Why mainstreaming equality is important

Mainstreaming equality simply means integrating equality and diversity into the day-to-day workings of the council. We aim to do this by taking equality into account as we exercise our functions and deliver our services.
Mainstreaming equality has a number of benefits including:
· It helps ensure that council services are fit for purpose and meet the needs of our community.
· It helps attract and retain a productive workforce, rich in diverse skills and talents.
· It helps the council work toward social inclusion and supports the communities we serve to improve the lives of everyone who lives in West Lothian.
· It helps the Council to continually improve and better perform through growing knowledge and understanding of the benefits of an inclusive organisation. In particular, the Council has worked with the following organisations:- · Skills Development Scotland to continue to develop a Modern Apprenticeship Scheme that supports underrepresented groups and young people with barriers to employment. **4.1** The Council as an Education Authority must also meet the requirements of the Equality Act 2010 and the (Specific Duties) (Scotland) Regulations 2012. The Council also administers the Licensing Board and must meet the requirements of the Act and Regulations when undertaking its duties in this regard. Accordingly, at relevant points within this report reference will be made to all three bodies.

5. Council Equality Outcomes

Under the Equality Act in Scotland, the council has a specific duty to produce a set of equality outcomes which are informed by engagement with different equality groups and stakeholders. The outcomes are designed to help the council achieve its vision and meet the general duty to eliminate discrimination and harassment; promote equality of opportunity and promote good relations.

5.1 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.

6. Progress on Mainstreaming Equality

6.1 The Council's Executive and Corporate Management Teams continue to be directly involved in decision making regarding equality and diversity. The Council's Corporate Working Group for Equality has taken forward responsibility for the monitoring and implementation of measures and actions to work towards the Equality Outcomes.

The Chair of the Corporate Working Group for Equality who is a member of the Corporate Management Team and Head of Corporate Services regularly updates the Human Resources Programme Board regarding our progress towards achieving our Equality Outcomes.

The Council has made good progress in mainstreaming equality since the publication of our update report in 2017. 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.

6.2 Consultation and Engagement

6.2.1 Corporate Activity

The Council has identified communication and engagement as a key activity in promoting and mainstreaming equalities in West Lothian. The Council has communicated and engaged with a wide range of services, partners and organisations to raise awareness share experiences and explore the challenges people face on a day to day basis.

· The West Lothian Access Committee, continued work with this community group ensures that new build and refurbishment projects are designed and built with access at the core of design.

· West Lothian Race Forum, the council and Edinburgh and Lothians Regional Equality Council (ELREC) delivered a cultural event to promote and celebrate Black History Month. This community event involving, food, speeches, music and dance showcased the importance of diverse communities.

· West Lothian Faith Group held a 'Pathways to Peace' event as part of Scottish Interfaith Week. This community engagement event brought people together to talk about what peace means to them.

· LGBT Youth Scotland an organisation who specialise in providing help support and guidance to young people and organisations to ensure people are welcomed, respected and valued. Our work with LGBT Youth Scotland has resulted in many of our schools achieving charter mark status.

· Creative Scotland and Education Scotland to develop a West Lothian Creative Learning Network. This network develops creativity, shares case studies and models of good practice to highlight the benefits of participation in the arts.

· The council continues to work closely with Stonewall Scotland to ensure we are an employer of choice for LGBT people.

6.2.2 Service Activity
Engagement on service specific activity takes place across the council to bring
about agreement on and solutions to local issues in a number of ways,
examples of which are:-
· Service specific engagement events took place with regards to Transformational Change and employee feedback included in the wider consultation

· Our Housing Needs team in partnership with Education Services, Police Scotland and The Conservation Society have established a Syrian Community Group, this group has allowed the Syrian refugees now resident in West Lothian to have say on service delivery and decisions that may affect them

· Implementation of the Pupil Voice Strategy enabling pupils to engage in and make decisions which affect them

· Development and implementation of a Corporate Parenting Plan to meet the needs of Looked after Children

6.3 The Council as an Employer
6.3.1 The Council's People Strategy 2018 – 2023 recognises the positive difference our employees make to the everyday lives of West Lothian Citizens. Effectively recruiting, rewarding and retaining the right people will ensure that consistently high quality
 continue to be delivered in the future. As the largest employer in West Lothian, we will continue to develop our reputation as an employer of choice and will strengthen a workplace culture that recognises employee contribution, values diversity and implements inclusive workforce practices.
The council also accepts its responsibility for ensuring the health, safety and welfare of employees whilst at work and we will work to support employees to develop resilience and achieve and maintain healthy working lives.
Outcome three of the People Strategy confirms the Council's commitment to providing equality of opportunity both as a service provider and an employer. In this regard the council has made changes to the annual employee survey with a specific focus on equality and diversity questions relating to protected characteristics and has consulted with our employees with regard to how inclusive our workplace is for LGBT employees

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

6.3.2 Employee Health and Wellbeing Framework

The Council's Employee Health and Wellbeing Framework is regarded as applying to employee physical and mental health both inside and outside of the workplace and is seen as supporting a positive feeling of general physical, emotional and psychological wellness.

The Framework supports Outcome 3 in the council's People Strategy 2018/23 ' Being an Employer of Choice' which highlights the council's priorities in providing an inclusive and safe working environment whilst taking a proactive approach to ensuring there are positive outcomes for employee wellbeing.

Annual service action plans are targeted with regards to employee health and wellbeing, therefore enabling a proactive and inclusive approach.

6.3.3 Stonewall Diversity Champion

The Council continues to work very closely with Stonewall Scotland and submit to the Stonewall Workplace Equality Index to ensure we maintain our status as the top performing Local Authority in Scotland. For example we have changed our HR policies to use gender neutral and inclusive language and we have supported a number of key LGBT events i.e. West Lothian Pride, LGBT History Month, Transgender Day of Visibility (TDoV) and International Day Against Homophobia, Biphobia, Intersexism and Transphobia (IDAHOTBiT).

6.3.4 Disability Confident

The council continues to support and promote our Disability Confident status on all recruitment packs and on the recruitment portal.

6.3.5 Flexible Working Hours Scheme

A review of the flexible working scheme has been undertaken, this now allows us to link applications for flexible working to employee equality data to enable more effective monitoring of the policy particularly for those with protected characteristics.

6.3.6 Corporate Working Group for Equality and Equality Champions

This group continues to drive forward the mainstreaming of equality into day to day service delivery. They are further supported by Equality Champions who are representative of the senior management teams within service areas and ensure that equality and diversity remains a focus for senior managers.

6.4 Learning and Development

6.4.1 The council is committed to continuous improvement in service delivery and recognises that the continuing ability, skills and commitment of our employees is at the heart of what we do. During 2017 – 2019 the council has invested in a variety of ways to train and raise awareness of issues relating to equality and diversity including:

· Completed the roll out of Corporate Equality and Diversity training to all council employees

· Introduction of an e-learning induction module for all new employees specifically relating to equality and diversity

· Review of both face to face and e-learning training to ensure gender neutral and inclusive language is used

· Review of the Recruitment and Selection training to raise awareness and embed equality and diversity into our processes to reflects best practice

· Delivery of a bespoke 'Lunch and Learn' session by Stonewall Scotland to Construction Services employees to raise awareness of LGBT issues when accessing council services and buildings

6.5 Partnership Working
6.5.1 The council has a strong history of partnership working in all of its service areas.
Listed below are some examples of those partnerships and initiatives that promote equality:-
· We continue to support the Citizens Panel; the Panel helps us identify people's views on various aspects relating to living in West Lothian. A review of the panel was recently undertaken with particular focus on underrepresented groups. We also reviewed our equality monitoring questions to include sexual orientation and Trans identity to ensure Panel membership is broadly representative of the West Lothian community

· Work in partnership with a number of community led equality groups to ensure they are involved in decisions that affect them.

Work in partnership with Carers of West Lothian (CoWL) to provide, an information and advice service to people with a disability

· Work in partnership with Skills Development Scotland to develop an Equality and Diversity Action Plan

· Multi agency work with Police Scotland, NHS Lothian, Crown Office and Procurator Fiscals Office (COPFS) and our own internal Social Policy and Education Services, to provide a protective framework for children and families affected by gender based violence

· Work in partnership with Carers of West Lothian (CoWL) to deliver the Carers Strategy across West Lothian

· Work in partnership with Advocacy organisations to deliver a service for people with mental health and / or addiction problems. This service helps with a range of issues such as detention, care and treatment, housing, family, financial and accessing legal assistance

· Work in partnership with West Lothian Pride to deliver a community event that supports, promotes and celebrates the lives of LGBT people in West Lothian

EMPLOYMENT MONITORING DATA AND ANALYSIS

The council has a statutory duty, as a public sector employer, to publish employment monitoring statistics in relation to the composition of its workforce and the recruitment, development and retention of its employees.

Information on the workforce has been gathered and reported on according protected characteristics and is provided in the tables below for the period 1 January 2017 to 31 December 2018.

Sources of Information

The council's HR Management Information System has been used to gather and report on the following:

· Staff currently in post
· Employees applying for and receiving training
· Employees involved in grievance, disciplinary or bullying and harassment cases
· Employees leaving the council

The National Recruitment Portal has been used to gather and report on the following:

· Applicants for employment and promotion
· Candidates selected for interview
· Candidates successfully appointed

Monitoring Process Developments

The council continues to develop its equality monitoring processes to improve the quality and accuracy of the information held on employees and applicants for employment. The introduction of HR21, the self-service area of the HR Management Information System in late 2016 has resulted in more employees providing accurate equality monitoring information. For example, the number of employees reporting as disabled has almost doubled since the 2017 report going from 97 to 181 and the number of employees for whom we have no record of their sexual orientation reducing from 73% to 57%.

In addition, in 2018 the council amended the categories for the protected characteristic of gender in the recruitment monitoring information to allow applicants to select 'other' and to select their preferred pronoun. This change recognises that not all applicants will identify with the male or female gender and is recommended best practice by Stonewall Scotland in support of individuals who identify as Transgender. Further work will be carried out to make similar changes to the council's HR Management Information System ensuring that the information gathered also meets the requirements of HMRC. HMRC currently record gender as Male or Female only.

New HR Management Information System - iTRENT

The current HR Management Information System will be replaced in the Spring of 2020 and it is anticipated that the introduction of the new system will enable improvements in the quality and quantity of the employment monitoring information. The new system will not only be accessible from council PCs but will be internet based and accessible by employees from home or on mobile devices. The improved accessibility will make it easier for employees to add or change monitoring information and will avoid the need for data input exercises that are inevitably subject to error.

The recruitment module of the new system will mean that applications for employment can be submitted directly on the council's system rather than through the national portal. At present equality information is submitted by applicants on the national portal and the same Appendix 2

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equality information has to be gathered on appointment from the successful applicant for the purposes of the HR Management Information System. Submitting applications directly on the council's system will mean that equality information will follow the applicant through to appointment and form part of their employment record.

The new system will also hold improved training information enabling the council to report more accurately on employees accessing and receiving training.

Reporting employment monitoring information will be improved as a result of the new systems compatibility with other council systems and the ability to report on user defined fields.

Data Analysis and Highlights

Appendix 1

Education Equality Outcome Plan 2017 – 2021

Equality, Diversity and Inclusion is at the heart of everything we do

Equality outcome 1: **Children and young people within the relevant protected characteristics in West Lothian are safe, healthy, achieving, nurtured, active, respected, responsible, included and able to be themselves.**

Aligned with corporate plan:

Outcome 7: Children and young people within the relevant protected characteristics in West Lothian's schools feel safe, supported and able to be themselves.

Outcome 3: Raise awareness of Hate Crime to improve knowledge and confidence to report hate incidents

What we want to do	Why we want to do this	How we plan to do it	What difference this has made	Responsibility
We are intent on delivering equity for all children and we will consider the impact of issues such as care experience status, additional support needs and English as an additional language, inclusive of refugees. Support children and young people with	To deliver equity of opportunity with targeted intervention where appropriate.	Through the: Looked after Children Team, Early Intervention Team, Inclusion and Wellbeing Forum and Burnhouse Skill Centre. Support for learning teachers and support workers Additional Support Needs Schools and Hubs Family Learning and Parental Engagement initiatives	The Continuum of Support Document was introduced in 2018. https://www.westlothian.gov.uk/media/29575/Education-Services-Continuum-of-Support/pdf/Education_Services_Continuum_of_Support_Oct_2018_(A9149300).pdf The Inclusion and Wellbeing Service was established in 2016 and the tiered intervention model is set out in the West Lothian Continuum of Support. The service exists to support children and young people with Additional Support Needs (ASN) from 3-18 across West Lothian. The service supports the presumption of mainstream education for all children and young people and offers a flexible and dynamic variety of targeted interventions to support schools, families and children and young people. The IWS now supports over 600 children and young people covering all	The Inclusion and Wellbeing Service

protected characteristics.			aspects of ASN with exclusions being reduced across the authority and improvements in attainment through the targeted intervention programmes.	
			Support for Syrian Refugee families e.g. multi - agency intervention inclusive of EAL (English as an Additional Language) in school support by trained teaching staff and West Lothian College with ESOL which may lead to a qualification. Deans CHS is a centre for this work. Adults are supported by CLD Adult Learning. Resources are available on Glow Sharepoint for supporting refugees e.g. translated teaching resources; Protocols for absences; links to external agencies and advice. The Syrian Re- Settlement group has established a community group which organises whole family events, such cultural and opportunities to practise English in a supported environment in real contexts. This is a partnership with CLD and is well received by the families.	
			Preventative measures are also in place with Police colleagues to support refugee adults and young people events such as with Q & As around the law and culture acceptable practice in Scotland.	
			A Gaelic education plan is currently being developed as part of the 1+2 languages curriculum.	Education Schools
			The Support for Learning Network has been re-invigorated in 2018 and training provided for the network inclusive of equality and diversity elements at	

			level 1 training. The impact of the network will be monitored going forward.	
	To encourage more children and young people with protected characteristics to take part in sport and physical activity.	Funding available to local sports clubs and organisations through the Sporting Grant scheme for new initiatives to support provision for protected characteristic groups. Participation of gender and additional support needs groups recorded, reported and evaluated.	Schools are strengthening their Family Learning opportunities beyond traditional curriculum open days.

Schools such as Knightsridge PS have made significant progress in engaging parents, thorough learning opportunities, fostering an open welcoming ethos and culture and practical help such as the Kindness Cupboard – filled with items families in need can help themselves to and placed in an area where families do not need to ask for access. This practice is spreading across out primary schools.
Bathgate Early Years centre demonstrate family learning by inviting parents in to learn with the children but also tacking on learning opportunities for parents.
St Columba's run a programme of outdoor learning initially in partnership with Grounds for Learning, now self -sustaining.
Schools such as Letham PS, inviting parents and carers in to cook and eat with the children, have accessed programmes such as Fast Forward. These are well supported and enjoyed by families. | |
| | | | WLC Sports Club Accreditation Scheme has been updated and clubs must now have an approved Equality policy in place to be accredited. The focus for 18/19 will be around the gender imbalance and clubs are also required to submit breakdown of membership figures as part of the reviewed scheme, which will act as a baseline. | Active Schools and Community Sport |

We will continue to address wider issues such as gender assignment and identification.	To ensure that we are creating the conditions for all children and young people in West Lothian to flourish and thrive.	LGBT groups Stonewall Champions	*6 secondary schools are working directly with LGBT Youth Scotland. 2 have achieved Silver Charter mark. A West Lothian LGBT Youth Network has been set up, facilitated by Anne Marriot from LGBT Youth Scotland. Discussions are taking place around a possible Local Authority Charter Mark.* *The Stonewall Education Index Submission for 2018 improved score by 6 points and placed 2nd in Scotland.* Most Secondary schools now have equality/ LGBT groups. Guidance around Supporting Young Trans People is now in Education policies. https://www.westlothian.gov.uk/media/15334/Supporting-Transgender-Young-People-in-West-Lothian/pdf/Supporting_Transgender_young_people_in_West_Lothian.pdf	Education Schools
	To support more girls and young women take part in sport and physical activity.	Provision of targeted activities within the school sport competition calendar. Financial support provided to community sports clubs.	There is an 11% increase in number of girls and young women taking part in extracurricular activity, however, 49% of all participants recorded were female compared to 51% the previous year. Although overall there are more females involved in extracurricular sport and physical activity, the numbers are not increasing as fast as males. Active Schools Co-ordinators are working to target schools/year groups where female participation is lower. *After regular meetings with Broxburn United Sports Club were identified the need for more girls from the surrounding area to join the local girls teams under the Broxburn United umbrella. With the contacts and links*	Active Schools and Community Sport

			Active Schools have with the primary schools we set about designing a plan to use curricular sport as a vehicle to promote the Girls teams and recruit more girls to attend the extra curricular clubs at the Club. *Active Schools contacted Broxburn and St Nicholas primary schools, as those schools have a historically strong link with the club. They were offered free girls football sessions run by BUSC with a view to promoting the new girls session to a captive school audience. At the end of the sessions each girl was handed a flyer detailing the information for the football session at BUSC.* *They were contacted and then organised taster sessions for every girl from primary 2-5 to attend a taster session during curriculum time.*	
Improve and support children and young people's Health and Wellbeing.	To embed the Wellbeing Indicators into school ethos and culture. Local and national reporting around mental health and wellbeing in particular indicates a need for responsive action.	Nurture Groups Hub model, supporting pupils with social emotional and behavioural needs. Mental Health and Wellbeing Screening Group Personal, Social Education Food and Health Education Family Learning and Parental Engagement initiatives	Every school now has one or more Health and Wellbeing (HWB) Champion/s, supported by a designated Network Leader. A comprehensive training programme has been delivered, encompassing key elements of HWB inclusive of self evaluation around culture systems and practice; auditing and embedding the wellbeing indicators to identify key strengths and gaps; sharing best practice; inspirational local speakers and external national agencies such as the team working on a revised Relationships and Sexual Health Programme. *Practitioners are working in multi- agency partnerships on projects such as One Trusted Adult (St Margaret's Cluster); Adverse Childhood Experiences (4 schools in St Kentigern's Cluster working with Dr Suzanne Zeedyk).*	Education Schools Health and Wellbeing Workstream Education Schools

	To provide equity of opportunity to take part in sport and physical activity with the aim of improving general health and wellbeing.	Duke of Edinburgh's Award Programme Youth Work in Schools Programme LGBT Youth Group Provision of curricular and extracurricular opportunities across all 83 primary, secondary and additional support needs schools. Ref link to Active Schools curricular provision.	*Many school now have processes in place to track and monitor the wellbeing of pupils through the indicators and a RAG (red, amber, green) system is being trialled.* A conference specifically targeting Parental Engagement & Family Learning was attended by School Leaders in late 2017, supported by an action plan included in: https://www.westlothian.gov.uk/media/13253/Parental-Engagement-Framework/pdf/160817_-_Parental_Engagement_Framework.pdf The multi - agency Mental Health and Wellbeing Screening group meets fortnightly and is now embedded. This group triages referrals and signposts to appropriate support. Clearer communication pathways through the screening group, which includes Education, Social Policy and Third Sector organisations, enable individuals/ families who are engaging or at risk to be better supported. A Glow Mental Health Support Sharepoint with tiered interventions is now live with the aim of assisting schools to access relevant and appropriate support for pupils. The impact of this will be monitored going forward. The national Personal Social Education (PSE) Thematic Review and inspection was carried out in 2017/18. The final report published in Jan 2019 will shape PSE going forward. https://www.gov.scot/binaries/content/documents/govscot

| | | | /publications/report/2019/01/review-personal-social-education-preparing-scotlands-children-young-people-learning-work-life/documents/00545301-pdf/00545301-pdf/govscot%3Adocument

West Lothian is engaging in the process of improvement by collaborating with other authorities locally and at national level through Education Scotland networking and sharing practice events.

37% of entire WL School roll took part in extracurricular activity in 2017-18 compared to 32% for 16/17.

93% of participants feel that DofE has helped them to work in a team and 84% feel that they have become a more responsible person.

In West Lothian DofE is supported by a dedicated team of school and community volunteers. This approach enables young people to participate in the DofE Award programme through their school or locally run open awards group.

Psychological services (EPS) continue to offer group work sessions such as Give us a Break; Bereavement / Loss and Anxiety groups which support young people. These are very well received in that young people's recovery is recognised as being improved by their | Active Schools and Community Sport

CLD Youth Services |

			participation. This in addition to EPS role in schools supporting teachers and individual pupils. Referrals have been made to NHS Meadows and Barnados in order to support Syrian Refugee young people who have experienced trauma and or sexual abuse. Further information on the services provided are here: https://www.nhslothian.scot.nhs.uk/YourRights/FOI/RequestAndResponseRegister/2017/2140.pdf The Youth Work in Schools programme provides a diverse range of learning opportunities and is specifically tailored to meet the needs of the young people referred. In the reporting period, programmes delivered focused on building confidence and self-esteem, resilience, personal safety, addressing risk taking behaviours, employability skills and raising aspirations. 12 participants achieved Dynamic Youth Awards and 7 participants gained Level 4 SQA Preparing for Employment Units. *The service delivered a good range of holiday lunch and activity clubs during the Easter and summer holiday periods providing a hot meal or packed lunch and learning opportunities for children and families. 194 children registered for the Easter programme and 630 for the summer programme. The summer programmes included a wide range of activities e.g. family learning, Science, Technology, Engineering and Maths (STEM) learning activities, healthy cooking, sports and trips to museums, Five Sisters Zoo, Blair Drummond safari*	CLD Youth Services

			park, the Kelpies, Science Centres and Aberdour beach.	
			Prior to having the Youth Work Outcomes, we used Curriculum for Excellence and Skills for Learning Life and Work. The introduction of the youth work outcomes was positively received by all staff feeling that they were very relevant, more representative and able to be applied more intuitively to the work we were carrying out. When introducing the youth work outcomes in schools we were met with a positive response in all cases. Being able to demonstrate to school staff that they are linked to the wider policy field, e.g. Curriculum for Excellence, GIRFEC, National Outcomes, and CLD Competencies etc. was very helpful. By using the youth work outcomes and indicators as part of our quality assurance process ensures that practitioners take a carefully planned approach to our work from the outset. It helps us to identify how we will know what success will look like and what we have to do to get there. This in turn enhances the quality of the support we provide which benefits the young people we work with. In addition to enhancing practice, this approach enables us to develop partners understanding of a youth work approach and how effective it can be.	
			The Inclusion and Wellbeing Service is focused on improving wellbeing for all children and young people supported by the service. The service has introduced a council wide counselling service following analysis of the needs of children and young people being referred for support. The service also aligns all interventions to the wellbeing indicators with the ambition of	Inclusion and Wellbeing Service

			supporting children and young people to have better outcomes in education and onto a post-school positive destination. The wellbeing indicators are central to the planning process for each child supported by the IWS as part of their Pupil Passport completed with their key adult. This approach ensures wellbeing is central to all interventions and enables tracking of next steps and signposting of possible further interventions.	
Improve reporting processes directly related to the relevant protected characteristics.	To evidence impact of interventions around bullying and harassment.	SEEMIS reports and pastoral notes.	West Lothian is in the Phase 3 group of Local Authorities to fully integrate SEEMIS reporting on Bullying incidents under the Equalities tab, to be implemented in June 2019. Schools are aware they should be recording using latest pastoral notes and the Equalities tab. Training will be offered early in 2019, thereafter all schools will be expected to record using SEEMIS.	Education Schools
	Improve understanding of participation of protected characteristic groups in sport and physical activity.	Align SEEMIS data with Active Schools and Community Sport reporting.	Baseline data collected re: participation levels of all pupils with an Additional Support Need, those accessing Free Schools Meals and those participating from SIMD deciles 1 & 2. Focus for 18/19 will be to increase the % of pupils with a disability ASN in extracurricular activity – 31% for 17/18. Target of 37% for 2018/19 (consistent with wider school population).	Active Schools and Community Sport
Increase awareness of gender based bullying and harassment,	So people can live in our communities free from discrimination,	Personal Social Education	*Building Confidence in Supporting LGBT young people CLPL provided for 15 volunteer staff over 2 twilight*	Education Schools

inclusive of those identifying as LGBT.	victimisation, violence and abuse. Reduce incidences of bullying issues relating to gender within community sports clubs.	Family Learning and Parental Engagement initiatives	*sessions in Whitburn Academy led by the PT pastoral support and HWB Co-ordinator with support from HR Equalities Adviser. It is hoped the new network and sharing the success of the Whitburn experience will elicit more schools to consider this type of CLPL opportunity.* Training needs identified around inclusion of young LGBT people. Training will be included within AS+CS Service plan for 2018/19. *One Active School Co-ordinator has engaged with Leap Sport and progressed her understanding of their manifesto, developed by young people from Shawlands Academy.*	Active Schools and Community Sport
		Identify relevant training opportunities for Active Schools and Community Sport staff to enable delivery to community sports clubs.	*WL Pride 2018 was the culmination of many months of planning and partnership working. This year's event was inspired by the successful introduction of the Pride Village in 2017, and a festival inspired approach. Approximately 1300 people attended this event.* CLD Youth Services were been awarded the LGBT Youth Scotland Gold Charter Mark in Dec 2018.	CLD Youth Services
To report on incidences of hate crime.	To evidence impact of interventions.	Delivery of sessions within Personal Social Education (PSE) or school assemblies on hate crime.	All Police Youth Community Officers were withdrawn from schools in April 2018. *The national review of PSE is reflected in shifts in design of the PSE curriculum, with a reflection on pupils input into the design of a curriculum which meets the needs of pupils. Tackling hate crime will form part of*	Police Youth Community Officers

			this process. *A focus on Hate Crime will be promoted in schools in parallel with Police Scotland's Campaign launching in Feb 2019.*	
Embed a rights respecting ethos	To ensure children's rights are apparent within the culture and ethos of schools in line with HIGIOS4 and the National Improvement Framework.	Unicef Rights Respecting School Award.	100% of West Lothian Schools have agreed to continue to support the Unicef Rights Respecting School Award (RRSA) service level agreement on a pro rata basis, which allows for free assessments and reports. Unicef changed their award to a Gold, Silver and Bronze system in 2018 with a shifted focus away from a checklist of outcomes to a process based assessment. There is an ongoing roll out of schools awarded in the new system. To date we have: *Gold Award -6 Primaries and 1 ASN school* *Silver Award – 2 Secondary's and 5 Primaries* St Kentigern's is our 1 Secondary previously awarded Level 2 (now Gold) is now due to be re- assessed.	Education Schools
	Raise awareness of U.N. Children's Rights Charter within Active Schools and Community Sport.	Family Learning and Parental Engagement initiatives Training provided for Active Schools and Community Sports staff.	*Whole school communities are engaged in RRSA and parents/ carers are encouraged to participate in assessments. Evidence of how a school promotes children's rights widely is required through group interviews where parents/ carers and other members of the wider community such as chaplains are invited.*	
			Rights based training for AS & CS staff is to be scheduled for early 2019. The IWS service has begun to engage in the formal process of achieving RRSA Bronze and would be the	Active Schools and Community Sport

			first service of its type in Scotland to achieve this award.	Inclusion and Wellbeing Service
Provide opportunities to participate in the arts by offering a range of curricular and community-based learning and development opportunities which are equally available and accessible to all children and young people.	There is a growing body of knowledge, based on extensive research and evaluation, which acknowledges the transformative power of the arts. High quality arts experiences can play a vital role in developing young people's creativity skills: curiosity, open-mindedness, imagination and problem-solving skills.	The community arts programme which includes the Youth Music Initiative, the Creative Leaning Network and the Arts and Wellbeing programme which are all designed to contribute to a range of wellbeing and learning outcomes.	Community Arts works in partnership with Education Scotland and Creative Scotland to develop West Lothian's Creative Learning Network (CLN). The CLN develops creativity, shares case studies and models of good practice and highlights the benefits of participation in the arts. Community Arts also works in partnership with Quality Improvement colleagues to develop creativity within West Lothian Schools through creativity conferences and events and quarterly working group network meetings. The aim of the Youth Music Initiative that every school pupil in Scotland Is offered a year of free music tuition by the time they leave primary school. For projects delivered beyond this commitment the purpose is to tackle inequality and engage young people (of any school age) who otherwise would not participate with meaningful, quality music making opportunities. West Lothian's varied YMI programme, delivered by professional musicians and organisations, engages nursery, primary, secondary and ASN pupils in quality music provision. Teachers' have noted by engaging in these music projects their pupils have: • *developed confidence and self-esteem, team work and listening skills*	Community Arts

			developed musical and performance skills	
			learned how to play an instrument	
			gained a sense of achievement	
			bought their own instruments to continue playing at home	
			enabled children to play in end of term concerts, local care homes and gala day events e.g. a child with muscular atrophy plays in the school band with support in physically accessing the required skills in playing the cornet/ trumpet.	
			provided a real sense of purpose and belonging	
			look forward to the music sessions which create a feeling of joy and happiness.	
			The Helping Young People to Engage Programme continues to offer young people on Activity Agreements in West Lothian a wide range of activity based courses where young people can grow in self – confidence, begin to address the barriers to them moving on to their 'next step' and develop a range of life skills.	CLD Youth Services
			The HYPE Team engage with young people through a youth work approach. During the April – June period, the Media Skills project focus changed to enable the team to build on the skills and interests of the young people involved. The focus was on Visual Arts using	

			elements of the environment and the interests of participants; particularly in sketching characters and animation to influence art work. Participants enjoyed sessions developing sketching skills, spray painting and a visit to Jupiter Artland.	
			The Young People were given a personal sketch book and pencils to use for the duration of the course, for some of them this was really significant, having never owned a sketchbook before, so they took the opportunity to take the resources home with them to work on between sessions. The end result of all their hard work is fantastic individually designed sweatshirts with our very own HYPE label. The group went on to model their finished sweaters at a photo shoot at Jupiter Artland which was one of the main areas of inspiration for the designs.	
			The IWS have developed an Expressive Arts targeted intervention which combines art and music as a programme for children and young people with ASN. This programme is aimed at improving the wellbeing of the ASN children involved. IWS also runs a Sound Production and Music Engineering programme in partnership with New College Lanarkshire. This programme is supporting a number of young people who struggle to engage in school settings but are highly engaged in music and sound engineering.	Inclusion and Wellbeing Service

Equality outcome 2: **Enable participation and reduce isolation for older people and those with a disability, providing equity of opportunity to access services.**

Aligned with corporate plan:

Outcome 4: People with disabilities experience greater independence in their lives.

What we want to do	Why we want to do this	How we plan to do it	What difference this has made	Responsibility
Engage in self – evaluation around services offered to older people and those with a disability.	To improve self-evaluation processes for services offered to those with a disability.	Customer satisfaction surveys	Community Arts aims to deliver high quality services that meet people's needs and expectations and ensures that customers are treated fairly and given equal access to the services we provide. Community Arts has a range of impact Performance Indicators which measure how the key activities of the service contribute to a range of outcomes and align to the Local Outcomes Improvement Plan 2013/23. Performance Indicators are measured using customer satisfaction surveys which give respondents five possible responses from strongly agree to strongly disagree and the majority of customers report very high satisfaction with the activities on offer. All customer satisfaction responses are broken down into segmented groups according to the specific part of the service they access and analysed to identify trends, provide insight into service delivery and, where possible, identify areas for improvement and what action is required to rectify problems when required.	Community Arts

			Equality Impact Assessments are now replaced by Integrated Equality Impact Assessments inclusive of the protected characteristics and poverty related impact.	
		Identify gaps in service provision and implement improved processes for self-reflection.

Scope, consult and appropriately structure services offered to children and young people with disabilities such as hearing and visual impairment. | Sign along is the main resource utilised by schools with hearing impaired children. BSL is possible to incorporate into 1+2 languages as a third language, although to date no school has taken up this opportunity.

We have a small outreach teaching team supporting children and young people who have a visual/ auditory disability. The Continuum of Support outlines their remit.

In mainstream schools bespoke packages are developed which are appropriate to the individual child e.g. providing specialist screen reading software and braille; adaptation of the physical environment such as specialist equipment such as lifts, tracking systems etc. and training of staff, training for staff; use of services such allied health professionals.

Deans CHS was selected by the Youth Sport Trust to be part of the Play Unified project in 2016-2017. This project provided leadership training for 4 ASN senior pupil leads whose | Education Schools

Inclusion and Wellbeing Service

Active Schools and Community Sport |

			role it was to provide sporting opportunities for children with an ASN.	
			The project was also gifted with a small grant to assist with setting up, running & sustaining their projects.	
			Active Schools set up a full school staff assembly for the Play Unified Young Leaders to introduce and share their ideas. To identify pupils, I went through the list of pupils who were registered with an ASN through the school operating system called SEEMIS. I passed this list of names to PE & school management who made recommendations based on age, interest in school sport and general overall behaviour during school time.	
			16 pupils then got selected to take part in a NEW multi sports club which took place at Carmondean Community Centre during lunch and curricular time. Activities included badminton, volleyball, new age kurling, boccia and rounders.	
			The sessions were delivered by the West Lothian sessions coaches along with the Play Unified Young Leaders. The Play Unified Young Leaders gained confidence in their delivery each week of the project.	
Improve participation by older people and those with a disability in physical activity and sport.	Under-represented groups will be provided with opportunities to participate in	Participation of those with a disability recorded, reported and evaluated.	31% of pupils in mainstream school with a disability took part in extracurricular activity. Details of non-participant pupils with a disability to be taken to appropriate school staff/groups/PEPAS groups to look at	Active Schools and Community Sport

			identifying and tackling barriers to participation.	
	physical activity and sport through understanding, and addressing, the barriers to participation.		Training is offered by Disability Sport Scotland to staff working with pupils who have a physical disability, which is mainly accessed by teachers of PE.	
			There are a variety of clubs supporting children and young people with a disability, to which they may be signposted. These include football, badminton, swimming, basketball and the multi -sports club (No Limits). All of the above are third sector organisations.	CLD Youth Services and Partners
Provide opportunities to participate in the arts by offering an Arts and Wellbeing programme which is accessible to older people and people with disabilities.	There is a growing body of knowledge, based on extensive research and evaluation, which acknowledges the transformative power of the arts. Taking part in arts activities provides a range of benefits for older people and studies confirm that art can affect individuals in	The Arts and Wellbeing programme is designed to contribute to a range of wellbeing outcomes. In partnership with older groups Community Arts will deliver several events at the Luminate Festival, a nationwide arts festival for older people. Using both ongoing and stand-alone projects Community Arts worked with key partners on several projects that encouraged older people to	Participants in the Arts and Wellbeing programme strongly agreed that their mental and physical health and wellbeing had improved as a result of participating. Participants also agreed that they would be more likely to become more active in their community, that is they would engage in more community activities. Participants in qualitative evaluations have noted that participation has: • improved mental wellbeing • reduced isolation and loneliness • prevented against slips trips and falls increased community engagement, cohesion	Community Arts

	positive ways by inducing both psychological and physiological healing, enhances quality of life and nurtures overall well-being.	be more physically active, reduce isolation, increase confidence and highlight the achievements of older people in the region.	and pride	
Continue to support and develop extended youth learning opportunities which are accessible to young people with additional support needs (ASN) within mainstream as well as specialist provision.	To increase opportunities for young people with additional support needs to access youth provision locally where they live, should they choose to. To increase ASN awareness, knowledge and skills within the workforce.	Partnership working with third sector organisations and other council services; e.g. FABB (Facilitating Access Breaking Barriers) and council Children's Disability Services. Providing training to upskill staff.	*See Schools Vocational Programme in Outcome 3* The IWS offers a wide range of learning opportunities for children and young people with ASN. The programmes are offered as part of mainstream school timetables with learners supported into programmes such as Consequential Thinking, Horse Management, Retailing, Hairdressing, Rural Skills, Construction Crafts, Sound Production, Junior Gardening, Swimming, Lifeskills, Personal Fitness. All programmes are linked to relevant awards to support our children and young people to succeed and improve their life chances.	CLD Youth Services and partner organisations Inclusion and Wellbeing Service

Equality outcome 3: **Ensure that every child, young person and adult learner achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed and move onto positive destinations.**

Aligned with corporate plan:

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

What we want to do	Why we want to do this	How we plan to do it	What difference this has made	Responsibility
Our children have the best start in life and are ready to succeed.	To provide equity of opportunity for all children and young people.	By expanding access to high-quality Early Learning and Childcare

Through parental engagement in programmes such as Growing children with Confidence.

Through opportunities for Family Learning | As significant transformation and extension in Early Years and Childcare is currently underway with additional hours childcare reaching 1140 per year in 2020 inclusive of 2 year olds with parents receiving qualifying benefits.
The central Support Team offer training and support in alternative Early Years approaches such as Outdoor Learning.
6 schools have trained staff in Raising Children with Confidence – a 6 session parental workshop.

 The highly successful and evidenced programme "Roots of Empathy" runs in our schools where a new Mum brings in her baby, usually to P3, and they follow the developmental process together over the period of a year. Cohorts average 10 -12 schools and is now administered by the Children and Young People's team in Social Policy. | Early Years Centres Education Schools |

Improve the breadth of opportunities available to children and young people to experience high-quality, work-related learning and develop their skills for work throughout, and beyond, their education, through implementation of Developing the Young Workforce – our youth employment strategy.	Provide training, qualifications and experiences for pupils. This will include opportunities to lead and deliver activities relating to sport and physical activity.	Support school-based learning through provision of training and qualifications and opportunities to utilise training within schools and the community.	ASN schools and the Inclusion and Wellbeing Service liaise with agencies such as West Lothian College and Oatridge to support positive destinations. Extended work experience placements are available to pupils with additional needs e.g. Armadale Academy arranged placement with Armadale PS nursery. Third sector organisation are regularly accessed in and out of school time such as: The Larder, The Vennie, Youth Action Project and the Youth Inclusion and Aftercare team.	Inclusion and Wellbeing Service
		Through the diverse range of interventions planned, delivered and evaluated by DYW partners.	During 2017/18 92 qualified secondary pupils delivered activities through Active Schools. Pupils provided with a range of training re: delivery of coaching and events. Pupils provided with volunteering opportunities to put new knowledge and skills into practice allowing for increased opportunities for younger pupils to participate in sport.	Active Schools and Community Sport.
			The Schools Vocational Programme includes a mix of both vocational related skills and personal development opportunities to address barriers to employability. The Schools Vocational Programme has continued to evolve. The Skilled to Go Programme was run in Cedarbank School for a group of young people prior to leaving school. As well as helping to develop confidence and interview techniques the young people took part in a number of workshops which allowed them to identify their skills and qualities as well as producing a CV. The programme finished with an input	CLD Youth Services and partner organisations

			from a local employer and a mock interview for each young person. This year the Larder Cook School is running a Hospitality course as part of the Schools Vocational Programme. The programme has been based in the Howden Park Centre Kitchen which allows the young people to experience working in an industrial kitchen and work with the public. They are running a pop-up café every Wednesday where they plan the menu, prepare the food and serve the customers. The Octavian Concrete Course allowed a group of 12 young people to gain practical skills in construction as well as an understanding of the variety of careers available in the construction industry. The young people laid 20 meters of railway track at Almondell Model Engineering Centre and then rode the train over their newly laid track.	DYW Steering Board
Raise attainment in Literacy and Numeracy	To provide equity of opportunity for all children and young people. Provide universal and targeted support where appropriate.	Embed the National Improvement Framework and HIGIOS4 Scottish Attainment Challenge PIP scores	West Lothian National Improvement Framework Plan 2017-18 https://www.westlothian.gov.uk/media/17023/National-Improvement-Framework-Improvement-Plan-2017-2018/pdf/National_Improvement_Framework_Improvement_Plan_2017-2018.pdf The Moving Forward in Learning Overview 2018 outlines the working groups an key drivers for Learning in West Lothian. https://www.westlothian.gov.uk/media/21362/Movin	Education Schools Inclusion and Wellbeing Service

			g-Forward-in-Learning-Overview-2018/pdf/Moving_Forward_in_Learning_Overview_2018.pdf	
		Inclusion and Wellbeing Forum	The Assessment and Transition Group has replaced the Inclusion and Wellbeing Forum in 2018 with a remit to provide advice and support to schools (Ref: P 8 of Continuum of Support). e.g. recommendations are made for pupils to be placed in particular establishments or accessing particular services such as hearing impaired or the inclusion and wellbeing service.	
Celebrate wider achievements	Raise the profile of attainment and achievement in PE, Sport and Physical Activity including whole school attainment within the School Sport Award.

The main purpose of this event is to publicly acknowledge and celebrate diversity, young people's engagement in youth work programmes as well as their achievements. | School Sport Awards. Coordination and delivery of Celebrating Sport Awards with partner organisations.

Celebrating Youth Work Showcase Celebrating Success | 70 schools engaged in school sport award assessment with 14 new schools applying for a Gold Award for 17/18. 63 schools assessed in 16/17 with 6 applying for Gold.

In 2018 a COSLA bronze award was made to the Syrian Refugee Re-settlement Team for partnership working to support the families.

Community Partnerships were also recognised at Celebrating Success for work with Syrian Refugees. | Active Schools and Community Sport.

Inclusion and Wellbeing Service

CLD Youth Services |

Support Children and Young people into positive destinations in education, training and employment.	To provide young people with the opportunity to undertake training, work placements and qualifications. Support them in utilising these experiences to gain valuable life skills and qualifications.	Through appropriate performance indicators on employability skills and positive school leaver destinations for inclusion in the National Improvement Framework. Burnhouse Skill Centre Hub Model Deliver training, qualifications and opportunities for wider work experiences within schools during curricular and extracurricular time. Providing the relevant individual support and group work programmes for young people identified as requiring More Choices More Chances interventions • Schools Vocational Programme • Skills Training Programme • Activity Agreement Programme Youth Work in Schools	In Sept 2018, a Developing the Young Workforce Conference was hosted at Armadale Academy. Audience was represented across all school sectors, staff and pupils, CLD, Training providers, colleges, NHS, Social policy and third sector organisations. All IWS programmes are geared towards supporting children and young people to develop skills for learning, life and work with pathways onto positive destinations. All programmes in the secondary side of the service offer a pathway onto a positive destination with one young person progressing onto a West Lothian Jobs Fund post within IWS as a Support Worker. Coach Education week delivered in October with circa 50 young people attending L1 UKCC coaching/ officiating courses. Keyworkers support the hardest to reach young people (those requiring more choices more chances interventions) to access further education, training or employment; and in many cases this can take up to a year or more. The Keyworkers provide intensive support to identified young people and cover all eleven mainstream secondary schools, as well as exceptional entrants, attending West Lothian College. Keyworkers also support those young people who are participating in post school employability programmes; Skills Training Programme and Activity Agreements.	Education Schools Inclusion and Wellbeing Service Active Schools and Community Sport. CLD Youth Services

			Programme.	
			Key Workers supporting in schools and West Lothian College From 1 April 2018 30 September 2018, 130 young people have been referred to the keyworkers supporting schools. During this same time period, 87 young people progressed to a positive destination, and 93 left the service. This equates to a positive outcome of 93.5%. The positive destinations of this targeted cohort are in line with the mainstream body of the school, with the general School Leaver Destination Results (SLDR) being 93.93% positive at the last count. Skills Training Programme Six young people participated in the Skills Training Programme from 1 April 2018 to 30 September 2018. 16 young people have left the programme during this same time period, 14 of whom have progressed to a positive destination (87.5%). Of these, six (43%) young people have progressed into employment, two engaged in an Activity Agreements (14%) and six transitioned to a further education programme (43%). An Activity Agreement can be a learning option for a young person aged 16-19, (up to their 20th birthday) who is regarded as being the farthest from the labour market. An Activity Agreement is a learning contract between a trusted professional and a young person who faces barriers to progression. The learning is tailored to their individual needs. In the reporting period, 17 young people have been referred to and engaged in an Activity Agreement. 16 young people have progressed beyond an Activity Agreement, 15 of who have moved to a positive destination (94%).	

Equality outcome 4: **Ensure every child and young person has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.**

Aligned with corporate plan:

Outcome 9: Improve awareness of and access to information, assistance, advice and support to alleviate

poverty and increase disposable income.

What we want to do	Why we want to do this	How we plan to do it	What difference this has made	Responsibility
A targeted approach to closing the attainment gap.		Through the Scottish Attainment Challenge. Inclusion and Wellbeing Forum, Hub model and Burnhouse Skill Centre School Improvement Plans. Family Learning and Parental Engagement initiatives	The following document has been produced and Education is working to these in order to improve attainment and close the gap. West Lothian Raising Attainment Strategy https://www.westlothian.gov.uk/media/29938/Raising-Attainment-Strategy-201819-to-202223/pdf/Raising_Attainment_Strategy.pdf IWS offer a range of targeted programmes to raise attainment of children and young people with ASN. The number of SQA unit awards has risen to over 1000 passes in 17/18 with more anticipated in 18/19. The Scottish Attainment Challenge-Looked After Children in West Lothian has developed into a dedicated team of cross-service practitioners. This team is targeting looked after children who are disengaged from learning and offering different learning pathways to close the attainment gap.	Education Schools Inclusion and Wellbeing Service.

			Excerpt from St Kentigern's (an attainment challenge school) inspection report 2017 "The staff in the school demonstrate a commitment to ensuring equity. Recent work has included the production of an 'Interventions for Equity' booklet which is raising awareness of equity as well as outlining practice. There are plans to use this as a tool for teachers to audit their practice. There is an understanding of the school social and economic context and this is reflected in school planning. The senior team are committed to having a constant focus on closing any gap in attainment between young people living in disadvantage and their peers and this focus has been strengthened by their work in the Scottish Attainment Challenge. They interrogated and analysed a range of both quantitative and qualitative evidence to identify where the gap currently exists. Staff have a collective understanding of what this gap is. There is now a need to move to planning effective strategies leading to evidence of closing the gap."
	Provide opportunities to schools with regards to curricular and extracurricular opportunities delivered or supported by Active Schools and Community Sport.	Projects and programmes outlining Active Schools and Community Sport provision included in Central Education PEF documentation.	St Kent's school improvement plan 2018-19 also demonstrates where inclusion and equity has impacted upon attainment, attendance and in particular exclusions. http://www.stkentigernsacademy.org/article/15024/School-Improvement-Plan-2018-19-and-Standards-and-Qualities-Report-for-Session-2017-18 Similarly, one of our Primary attainment challenge schools, Bridgend PS school improvement plan reflects actions required: https://www.westlothian.gov.uk/media/4034/Bridgend-Primary-School---School-Improvement-Plan/pdf/2018-19_SIP1.pdf

			PEF funding is utilised within several schools to provide additional extracurricular opportunities for pupils to take part in sport through paid sessional coaches. 2016-17 Session - In previous sessions there was never a focus on Breakfast provision until 2017-18 session when I took the decision to look at adding sporting provision to existing breakfast clubs. *In 2017-18 session I wanted to focus on increase extra curricular activity via breakfast provision in all schools using the Scottish Government's Pupil Equity Fund (PEF). The opportunity to use the PEF to increase provision was a great opportunity and enabled me to focus on 'Inactivity' via adding sports activities to pre existing breakfast clubs.*	Active Schools and Community Sport.
Engage in a Self – evaluation process in order to identify key areas for focus.	To highlight projects and teaching& learning approaches that successfully close the gap and provide guidance about how to implement them effectively. To evaluate Active Schools and Community Sport PEF provision over academic session 2017-18 to identify strengths and areas for development.	Validated Self-Evaluation (VSE). Moving Forward in Learning. Review customer feedback from schools and Head Teachers with regards to areas of provision.	Ongoing and referenced throughout this document. The IWS is engaged in an ongoing self-evaluation cycle with feedback sought constantly from children, young people, parents, mainstream schools along with other services. We have a case-study moderation cycle and an annual Partnership Planning Event to ensure our service model remains dynamic and flexible and adaptive to the ASN needs across West Lothian.	Quality Assurance Team Inclusion and Wellbeing Service CLD Youth Services Adult Learning Active Schools and Community Sport.

Support schools with the strategic and operational strategies required to deliver the Pupil Equity Fund (PEF)	Head Teachers requested that a team be set up to assist them in making the right choices in delivering equity for their pupils.	Through the PEF team. By collaborating with partners across Education and other council services e.g. Social Policy and West Lothian Leisure. External partners such as Education Scotland, NHS, Sportscotland and organisations such as See Me, Stonewall, Sustrans etc. will also contribute expertise to the support.	Community Arts is working with schools to develop creativity and cultural projects which will contribute to closing the attainment gap in line with Pupil Equity Fund aims. PEF strategies can be found in School Improvement Plans such as Armadale Academy: https://www.westlothian.gov.uk/media/4783/Armadale-Academy-Improvement-Plan/pdf/2018_SIP_final_(1).pdf Examples are: *Holiday Actvity Clubs, where young people are provided with food in addition to opportunities to participate in physical activities.* *School of Football utilised as an attendance strategy 9 Armadale Academy and Inveralmond CHS)and to access learning opportunities through football* *Library club attached to breakfast clubs – Letham PS.* *The School Bank – charitable organisation for supply of school uniform and equipment to access school.* *Purchase of a school Mini-bus at Armadale Academy has allowed young people to access opportunities and experiences which were previously inaccessible. This is particularly supported by the Family Liaison officer and Pupil Support staff, during holiday periods.* **Currently some the projects having the most impact in our schools through PEF are:** *Family Liaison/ Link Workers (Inveralmond CHS, Armadale Academy, Harrysmuir PS and Knightsridge PS are amongst schools employing such staff).* *Speech & Language Therapists are working in 17 Early years Centres and Primary Schools and are*	Community Arts Education Schools CLD Youth Services Active Schools and Community Sport.

			understood to be having significant impact. Attendance and Employability projects are outlined throughout this document. *Play Therapy is being well received in those primary schools who are engaged.* *Scotland Reads is a paired reading programme.* *Maths Recovery is being implemented across many schools.* **All of the above are still at the implementation stage and case studies are being collated to exemplify their success.**	
Promote Family Learning	To support and develop collaborative and inclusive learning in order to promote equity for all children and young people.	Through: Family Learning Strategy. School/ Cluster Improvement Plans Pupil Equity Fund Provision of individual schools or clusters with arts-based interventions working with families. Interventions are designed to improve outcomes for children and young people and strengthen family and community relationships.	Community Arts is working with schools and school clusters to develop creative projects which will contribute to family learning. Schools are engaging Parents and Carers in learning opportunities such as: *Adverse Childhood Experiences (ACES &becoming Trauma Informed). Inveralmond CHS and Linlithgow have hosted public screening of the Resilience film – currently high profile in Scotland.* *Armadale Academy has hosted parents sessions on developing the Teenage Brain and Substance Misuse.* *Schools are offering parent workshops on Social Media through organisations such as the NSPCC.*	Community Arts Education Schools CLD Youth Services Inclusion and Wellbeing Service

Support Head Teachers to effectively invest their Pupil Equity Funding allocation to improve the educational outcomes of children affected by poverty and close the poverty related attainment gap. This through the support with provision of arts, music and sports/ physical activity.	It is well recognised that creative and active learning can have a positive impact on the attainment and achievement of children and young people.	Provide individual schools or school clusters with arts-based interventions working with children and their families in areas of multiple deprivation.		
		Band!' In-school is a year-long music project for P5-P7 pupils designed to teach young people how to play the instruments that constitute the basis of a rock band. The aims are to help children find a new way to express their feelings, ideas, thoughts and emotions. In turn this leads to increased confidence, self-belief and a general improvement, particularly with regard to memory, concentration and attention span. The project is fully inclusive with provisions in place for pupils with additional support needs.	The **Band! In-School** project meets various Curriculum for Excellence Expressive Arts outcomes in (EXAO – 1a, 16A, 17A, 18A & 19A). *Young people who participated in this project developed musicianship, creativity, team working, listening skills and developed confidence and self-esteem through singing and playing their own compositions at a showcase for family and friends.*	Community Arts
		Wee Story, Big Sound will enable nursery pupils to explore some of the techniques that composers use to affect the way we feel	**Wee Story, Big Sound's** aims and outcomes were to •create a vibrant social environment in which individuals can recognise, explore and express their sense of self and their potential to play a pro-active role on the world they live	

		in order to tell a story. Pupils will create sound effects to embellish a story through imaginative play, using instruments and voice. Music based games, activities, singing and group music making will be used as strategies for developing listening, turn-taking, team-working and music skills.	• to promote the development of confidence and improvement in communication skills • to encourage active, critical listening • to encourage discussion of emotional and imaginative Responses • to open up the possibilities of music as a tool to develop emotional literacy	
		Native American Drumming aims to inspire young people, P3-P7, to pursue their creative musical potential through percussive music making sessions. This project is fully inclusive offering new creative experiences with instruments pupils have never seen or heard before.	The **Native American Drumming** project consisted of various components including workshops, training and resources using un-tuned percussion from around the world. Teachers attended two twilight training sessions to learn and practice the skills of facilitating a Drumming for Excellence workshop with the aim of taking their new skills into schools.	
		Go for Bronze is a 12 week Kodaly- based music programme for P4 pupils developed by NYCoS. It focuses on developing musicianship skills through	**Go for Bronze** Develops confidence and self-esteem through singing workshops, vocal techniques and musical games to foster musicianship, vocal skills, understanding . *Go for Bronze enriches the curriculum and enables*	

| | | pitch and rhythm games as well as singing based activities. Traditional folk songs and games are used to introduce musical concepts with the children involved in practical activities throughout. | *children to learn music and the concept of creating sound through active learning. Pupils learn about music, rhythm and pulse. The sessions are engaging and enjoyable and the skills they learn transfer to their ability to play musical instruments.* | |

Equality outcome 5: **Demonstrate that we are an inclusive and diverse employer, where all employees feel valued and respected and our workforce reflects our community.**

Aligned with corporate plan:

Outcome 6: West Lothian Council is recognised internally and externally as an equal opportunities employer.

Outcome 2: Improved awareness of gender based violence and protection against violence.

What we want to do	Why we want to do this	How we plan to do it	What difference this has made	Responsibility
Ensure equity of employment opportunities	To align with Council and Scottish Government employment practices and equality legislation	By utilising Myjobscotland as the main recruitment process.	80% of the teaching workforce is Female and 20% Male. The recruitment process is gender neutral and this balance is reflected by the applicants for posts.	Human Resources Team
Promote an ethos of respect and inclusion amongst employees.	Schools promote a rights respecting ethos as outlined in How Good Is Our School 4 and the National Framework. This inherently must extend to employees as role models. We aim to reduce the reported instances of violence and aggression toward employees.	By embedding the Rights Respecting School Award and introducing programmes such as Mentors in Violence Prevention (MVP). The Leap Sport Manifesto promoting Inclusion in PE and Sport will be introduced and training provided with employees in those fields.	Reference RRSA on page 11 Outcome 1. MVP is currently being piloted in 4 schools with a roll out intended across the authority in subsequent years. It has been very well received and is supported by Education Scotland Officers. Cedarbank School are also engaging in a pilot of MVP in ASN settings. An agreed shared value across the IWS is one of respect and aligned to the RRSA agenda. All staff voted on this value as the most important one for our service model and approach.	Education Schools Inclusion and Wellbeing Service

			2 Staff attended LEAP conferences with information/learning passed on to other staff in the service. Suitable training for all staff to be identified.	Active Schools and Community Sport

Equality outcome 6: **Improve involvement and engagement of our communities, enabling them to be involved and engaged in the decisions made by the council that affect them.**

Aligned with corporate plan:

Outcome 5: Improve engagement and involvement of our communities in the decisions made by the council that affect them.

What we want to do	Why we want to do this	How we plan to do it		Responsibility
Implement the Pupil Voice Strategy	Research by the Children and Young People's Commissioner has shown that the level of participation of children and young people within schools can have a significant impact on attainment, so empowerment matters for them.

Involve children and young people in decision making involving curricular and | Pupil P7 and secondary surveys.
Implementing "You said we did" in schools.

Pupils are invited to Child/ Young Person Planning Meetings

Using digital learning tools to support improving pupil voice.

Implement the Rights Respecting School award. | Wellbeing self - assessments and tracking and monitoring of the Wellbeing Indicators is being piloted and undertaken by pupils.

Pupils views are taken in account at Authority Attendance Groups and Childs Planning meetings. Agreed actions must reflect the young person's views. If no input is made by the young person a reason must be given as to why this was the case.

IWS capture the learner voice through the use of the Pupil Passport programme, through our case study | Education Schools

 Inclusion and Wellbeing Service |

	extracurricular provision.	Begin to baseline our Pupils' mental Health and Wellbeing through their voice.	moderation cycle and via our Pupil Forums. The learner is at the heart of the service model and our children have provided the best feedback which has driven changes in the service model.	
		Utilise Young Ambassadors and school sport committees within primary and secondary schools.	Improving learner conversations are being held across all sectors. These are universal with all pupils and targeted to specific needs. Young people are also involved in IEP (individual education plans) in terms of setting and evaluating their learning targets. As a result of the above actions pupils are engaging in the making the decisions which affect them, which improved their outcomes and destinations. 70 schools assessed as part of the School Sport Award which requires a school sport committee to be established. Schol Sport Committees and YAs surveyed pupils in various ways to establish activity levels outwith school, feedback on PE lessons and their needs/wants around extracurricular clubs	Active Schools and Community Sport.
Support and improve Parental Engagement	We know that when parents are fully involved in their child's learning, and in the life and work of their local school, that we see better outcomes for children, parents and schools. That is why we will work to ensure that	West Lothian Conference on Parental Engagement - March 2017 Parent Councils, surveys, meetings and engagement in learning opportunities in school and at home.	Most schools have social media accounts which are used effectively to share practice, inform parents / carers and celebrate success. School websites have recently been re-launched and include standard buttons such as the CEOP reporting button (to report exploitation and abuse both online and in reality). Local authority Twitter feeds such as the HWB	Education Schools

parents are supported to play an active role in their child's learning, and that parents and communities play a bigger role in the day-to-day lives of their schools. Parents and teachers in particular will become key decision makers.	Use of digital tools such as social media, blogs, improved and up to date school websites etc.	Champions and the Literacy /Numeracy PEF team are also open access to parents/carers. IWS run a Parents Forum which is in partnership with CLD, Signpost and The Larder. This group meet to discuss challenges at home and engage in family learning activities over a lunch prepared and served by our children and young people. This session takes place monthly. Our primary provision at Connolly School Campus have regular parental sessions in a nurturing session on a class-by-class basis. Parents are involved in the ongoing Child's Planning Process for every child we support.	Inclusion and Wellbeing Service
Develop Active Schools and Community Sport communication plan to ensure engagement with key stakeholder including young people, schools and parents.	Develop online platforms for stakeholder engagement and registration for service activities e.g. after school provision and holiday programmes.	Twitter accounts set up for all ASCs to promote activity across cluster areas. Online registration system was trialled but not taken forward as practical needs were not met.	Active Schools and Community Sport.
Improve wider community engagement in decision making	To provide opportunities for input into decision making processes that will affect local communities, including the development of Physical Activity and Sport strategies.	Customer satisfaction surveys Identify stakeholder groups (e.g. schools, community clubs etc.) and ensure opportunities for consultation are provided.	Consultations have begun with a variety of stakeholders for the development of 'A More Active West Lothian' Sport strategy	All Education Services
	To support community engagement and empowerment at all levels from needs assessment to decision making.	Community Learning and Development Plan, community engagement process	*Parksmart is an example of a campaign where pupils (usually Junior Road Safety Officers) may lead the whole school community in tackling driver behaviour, parking and promoting active travel through a rights based approach. Where implemented successfully pupils see the impact that their voices and a planned*	Active Schools and Community Sport.

			approach to campaigning can have e.g. Inveralmond campus and Howden St Andrew's PS. Winchburgh and Holy Family campus are now embarking on a joint campaign with the community council.	
Ensure accessibility to council services and information meet s the needs of all members of our communities.	Ensure a variety of communication mediums are available for the Active Schools and Community Sport service.	Easy read web materials and hard copies Braille Variety of languages Visual resources Web links and Blogs Group call Communication with Active Schools and Community Sport officers is available through face to face meetings, phone, email, website, electronic booking systems and social media.	*Group call is particularly effective in accessing hard to reach families in terms of immediate contact, information and invitations to meetings, safe arrivals etc. The tech allows for multiple devices access and translation. Staff report this is the one tool which has significantly had a positive impact of the speed and clarity of communication.* WLC Sports Club Accreditation Scheme application, sporting grants application and ESSP applications all developed to submission via the Active West Lothian Website.	Education Schools Active Schools and Community Sport.
Manage the council's Public Art programme through consultation and engagement with local communities. Funded by	The Public Art Programme is based on community consultation and engagement because it provides an opportunity for communities to help shape better outcomes. This approach allows individuals and communities to	The Grassroots Public Art Grant scheme enables communities to access funding to create new public art for their local area which is based on community consultation and engagement and which demonstrates a lasting	Funding awarded from the Grassroots Public Art Grant scheme has enabled three community groups to improve local spaces using commissioning of public art. *In Ladywell in Livingston the underpasses were cleaned and painted with murals by Glasgow artist company RECOAT. In Craigshill in Livingston the Hobart Street alcoves were painted by design*	Community Arts

| developer contributions, the Public Art Fund enables communities to manage the commissioning of new public art works and also enables the cataloguing, maintenance and decommissioning of existing art works. | engage in issues which are important to local people. Consultation is an essential mechanism to help public services deliver efficient, customer-focused services and to support the achievement of improved outcomes for local people. | benefit to the community. The grant fund meets the wider strategic agenda for the sustainable development of public art in West Lothian and the funding supports community groups to develop their capacity for public art project management while improving the local built and natural environments. As a core development area the Winchburgh area and in line with the supplementary planning guidance on public art, the site will accrue funding for public artworks within the development boundaries. There is a 7 year public art plan which maps out the process and heritage themes which will emerge during the project. | *company Bespoke Atlelier, and in Kirknewton a landform and stone sculpture was created by internationally renowned artist Charles Jencks. The commissioning group consultation method continues to encourage and enable local people to participate in the design and creation of new art works which demonstrate a lasting benefit to the community and which make people feel better about themselves and their community.*

Although the Winchburgh project has been delayed, the local Public Art Plan outlines the beginning of Phase 2 in 2018 as an artist residency for the town. | |

Equality outcome 7: **Improve partnership working to enable our communities are encouraged to live healthier lives in partnership with other agencies and stakeholders, where appropriate.**

Aligned with corporate plan:

Outcome 7: Children and young people in West Lothian's schools feel safe, supported and able to be themselves.

What we want to do	Why we want to do this	How we plan to do it	What difference this has made	Responsibility
Streamline schools education and community learning and development through which a wide range of partners in the public and third sector are contributing to improving outcomes for people, either in direct partnership with schools or in other community settings.	Improve school to community pathways and provision in partnership with local sports clubs and organisations. To raise awareness of relevant national campaigns relating to healthy living and to provide opportunities for local engagement. To improve wellbeing and life chances for our communities through joint planning and self-evaluation.	Establishment of Community Sports hubs within four geographic areas- North, South, West and Central. Promotion of healthy living through sport campaigns through Active Schools and Community Sport media. Development of nine Learning Community Partnerships Development of 3 Year West Lothian Community Learning	3 Community Sports Hubs developed. PE Physical Activity and Sport (PEPAS) groups established within all 9 primary school clusters that will also support the development of school-club links. Co-ordinated Support plans are in place. (These are statutory for a small targeted group of pupils.)	Active Schools and Community Sport. Inclusion and Wellbeing Service Community Learning and Development Steering Board Learning, Policy and Resources

	Through partnership working identifying initiatives that address needs and add value.	and Development Plan		
Include and collaborate with Private Early Years Centres and childminders in local authority developments.	To support our children to have the best start in life and be ready to succeed.	Through formal partnerships with 7 private early years centres and offering professional learning opportunities to all private nurseries, playgroups and early years centres. This will be extended to include all partners who meet the national quality standard by 2020.	The expansion plan of early years education is progressing at pace with the requirement of additional hours offered and inclusion of 2 year olds in some circumstances. Creative thinking in the use of spaces inclusive of outdoors; staffing and managing of numbers of children logistically and in terms of quality learning provision is being employed.	Education Schools Early Years Team
Work in partnership with LGBT Scotland; Stonewall and the WL Glitter Cannons	Engage with protected characteristic groups to develop Equalities Impact Assessment prior to the production of Physical Activity and Sport Strategy.	Meet with protected characteristic groups to discuss and identify barriers to participation in Physical Activity and Sport.	PEPAS groups established in all schools to consider all aspects of curricular and extracurricular provision. These groups are open to all.	Active Schools and Community Sport
Work in partnership with external organisations such as NHS, Education Scotland and third sector organisations.	In order to foster common approaches and language, achieving positive, equitable and inclusive outcomes for children and young people.	NHS (Healthy Respect; Tobacco; Health Improvement and Access Officer etc.) Education Scotland: Mentors in Violence Prevention Health and Wellbeing Network	Refer to Health and Wellbeing P.5 and PSE P.7. A review of the Relationships and Sexual Health curriculum is currently underway and West Lothian is working collaboratively with Healthy Respect. The PSE review paper (Jan 2019) has been circulated to the WL Alcohol and Drug Partnership (ADP). Tobacco work has been carried out by NHS partner in 10 of our Secondary schools over a period of 4 years in the Decipher Assist programme. Recent research carried out by	Education Schools Inclusion and Wellbeing Service

		Sportscotland Community clubs and organisations	NHS shows that pupils knowledge is good around tobacco, but that peer to peer supply is an ongoing issue.	
		Barnados Young Carers Youth Action Project	Participation data submitted to sportscotland re ASNs, FSMs and SIMD data. Sportscotland to provide clarity on national outcomes for equality and inclusion within revised Corporate Plan and Partnership Agreements	Active Schools and Community Sport
Alcohol and Drug Partnerships	To promote healthy living and encourage positive, informed choices. Use 'sport for change' model to reduce incidences of antisocial alcohol and drug related activity in East Calder.	Youth Inclusion and Aftercare Team Youth Action Project West Lothian Drug and Alcohol Service Support the provision of Friday afternoon activity sessions targeting young people at Xcite East Calder.	Support young people with alcohol and drug issues when referred by schools, are self – referred or through a GP. Re- structuring of services and funding restraints have required more targeted approaches. The WL Alchohol and Drug Partnership have a Young People's sub group which is currently identifying such targeted approaches, possibly through Pupil Equity Fund. Friday afternoon diversionary club stopped due to loss of external funding.	Education Schools Inclusion and Wellbeing Service Active Schools and Community Sport
Collaborate with Social Policy: Health	In order to foster common approaches and language, achieving positive,	Through signposting of children and young people to an appropriate	As referenced previously collaborative practice in place through the HWB Champions and Mental HWB Support on the	Education Schools Inclusion and Wellbeing Service

Improvement Team Youth Inclusion Project Children and Young People's Team	equitable and inclusive outcomes for children and young people. To promote healthy living and encourage positive, informed choices.	intervention or support service.	Glow learning and teaching platform.	Active Schools and Community Sport
West Lothian Leisure Health and Social Care Partnership	Develop a physical activity and sport strategy for West Lothian to inclusive of all partner organisations to ensure activities are coordinated across partner organisations to enable local and national outcomes are achieved.	Organise appropriate forums (inclusive of working groups) for engagement with partner organisations to discuss and produce Physical Activity and Sport strategy.	Proposal for creation of Health and Wellbeing subgroup and development of Physical Activity and Sport strategy to be considered.	
Seek out opportunities to work in partnership with West Lothian Leisure, cultural organisations and the voluntary sector.	Partnership working with a wide range of partners enables us to extend our provision, work with a wider range of individuals, groups and communities and maximises our resources.	Community Arts works closely with West Lothian Leisure to provide high quality cultural facilities at Howden Park Centre. Community Arts supports the voluntary arts sector and manages the council's Arts Grants scheme and Grassroots Public Art Fund. Community Arts supports Firefly Arts Ltd and the Regal Community Theatre in	Community Arts supports West Lothian Leisure to continue to offer opportunities for local people to participate in the arts programme at Howden Park Centre. Core funding from West Lothian Council and Link Officer support from Community Arts enables Firefly Arts to offer children and young people and young people with a range of special needs high quality, affordable and progressive arts opportunities. Firefly Arts generates new community partnerships, provides training and work experience for young adults and deliver specialist projects to support West Lothian's most vulnerable communities.	Community Arts

		Bathgate and monitor these organisations' performance in achieving the outcomes which are purchased through Funding Agreements and community arts activities.		

Appendix 2

EDUCATION EMPLOYMENT MONITORING STATISTICS

(1 January 2017 – 31 December 2018)

DATA ANALYSIS PENDING

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 January 2019

Gender	Number	Percentage
Female	3261	85.05
Male	573	14.95
Prefer not to say	0	0
Unknown	0	0
Total	**3834**	**100**

1.2   Employees in Post by Ethnicity as at January 2019

Ethnicity	Number	Percentage
White – Scottish	2477	64.61
White - Other British	190	4.96
White – Irish	44	1.15
White - Gypsy/ Traveller		
White - Eastern European (e.g. Polish)	8	0.21
White - Other ethnic group	110	2.87
Any mixed or multiple ethnic group	9	0.23
Pakistani, Pakistani Scottish or Pakistani British	15	0.39
Indian, Indian Scottish or Indian British	14	0.37
Bangladeshi, Bangladeshi Scottish or Bangladeshi British		
Chinese, Chinese Scottish or Chinese British	3	0.08
Other Asian	4	0.10
African, African Scottish or African British	5	0.13
Other African		
Caribbean, Caribbean Scottish or Caribbean British	7	0.18
Black, Black Scottish or Black British	1	0.03

Other Caribbean or Black		
Arab, Arab Scottish or Arab British		
Other Arab		
Other	3	0.08
Prefer not to say	915	23.87
Unknown	29	0.76
Total		

1.3   Employees in post by Disability as at January 2019

Disability	**Number**	**Percentage**
Yes	62	1.62
No	887	23.14
Prefer not to say	13	0.34
Unknown	2872	74.91
Total	**3834**	**100**

1.4   Employees in post by Disability Type as at January 2019

Disability Type	Number	Percentage
A learning disability	11	17.74
A longstanding illness or other health condition	16	25.81
A mental health condition	1	1.61
A physical impairment	4	6.45
Sensory impairment	5	8.06
Other condition	6	9.68
Prefer not to say	1	1.61
Unknown	18	29.03
Total	**62**	**100**

1.5   Employees in Post by Age as at January 2019

Age	Number	Percentage
Under 21	20	0.52
21-30	682	17.79
31-40	988	25.77
41-50	1042	27.18

	Number	Percentage
51-60	927	24.18
61 Plus	175	4.56
Unknown	0	0
Total	**3834**	**100**

1.6 Employees in post by Sexual Orientation as at January 2019

Sexual Orientation	Number	Percentage
Bisexual	10	0.26
Gay/Lesbian	34	0.89
Heterosexual/ straight	1,551	40.45
Unknown	2,178	56.81
Prefer not to say	61	1.59
Other	0	0
Total	**3834**	**100**

1.7 Employees in post by Religion or Belief as at January 2019

Religion or Belief	Number	Percentage
None	512	13.35

Church of Scotland	202	5.27
Roman Catholic	186	4.85
Other Christian	95	2.48
Muslim	6	0.16
Buddhist	4	0.10
Sikh	1	0.03
Jewish	1	0.03
Hindu	0	0
Humanist	4	0.10
Pagan	2	0.05
Other religion or belief	11	0.29
Prefer not to say	51	1.33
Unknown	2759	71.96
Total	**3834**	**100**

1.8   Employee in post by Caring Responsibility as at January 2019

Caring Responsibilities	Number	Percentage
Yes other	23	0.60
Yes (children under 18)	382	9.96
No	452	11.79
Prefer not to say	14	0.37
Unknown	2,963	77.28
Total	**3834**	**100**

1.9   Employees in post by Gender Identity as at January 2019

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	Number	Percentage
Yes	107	2.79
No	668	17.42
Prefer not to say	15	0.39
Unknown	3,044	79.39
Total	**3834**	**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 2017 – 31 December 2017 by Gender

GENDER	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Female	1344	75.59%	547	74.93%	362	76.37%
Male	392	22.05%	149	20.41%	79	16.67%
Other	0	0.00%	0	0.00%	0	0.00%
Prefer not to say	2	0.11%	0	0.00%	0	0.00%

	No.	%	No.	%	No.	%
Unknown	40	2.25%	34	4.66%	33	6.96%
Total	1778	100.00%	730		474	100.00%

2.1.2   Applicants for Employment 1 January 2018 – 31 December 2018 by Gender

GENDER	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Female	1530	84.72%	556	84.76%	355	86.37%
Male	254	14.06%	89	13.57%	46	11.19%
Other	0	0.00%	0	0.00%	0	0.00%
Prefer not to say	3	0.17%	0	0.00%	0	0.00%
Unknown	19	1.05%	11	1.68%	10	2.43%
Total	1806	100.00%	656	100.00%	411	100.00%

2.2 ETHNICITY

2.2.1 Applicants for Employment 1 January 2017 – 31 December 2017 by Ethnicity

ETHNICITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
White – Scottish	1239	69.69%	544	74.52%	346	73.00%
White - Other British	217	12.20%	88	12.05%	51	10.76%
White – Irish	32	1.80%	9	1.23%	7	1.48%
White - Gypsy/ Traveller		0.00%		0.00%		0.00%
White - Eastern European (e.g. Polish)	33	1.86%	6	0.82%	3	0.63%
White - Other ethnic group	121	6.81%	24	3.29%	16	3.38%
Any mixed or multiple ethnic group	6	0.34%	1	0.14%	1	0.21%

Pakistani, Pakistani Scottish/British	17	0.96%	6	0.82%	5	1.05%
Indian, Indian Scottish/British	4	0.22%		0.00%		0.00%
Bangladeshi, Bangladeshi Scottish/British	1	0.06%		0.00%		0.00%
Chinese, Chinese Scottish/British	17	0.96%	4	0.55%	4	0.84%
Other Asian	8	0.45%	4	0.55%	4	0.84%
African, African Scottish/British		0.00%		0.00%		0.00%
Other African	12	0.67%	2	0.27%	1	0.21%
Caribbean, Caribbean Scottish/British	1	0.06%	2	0.27%		0.00%
Black, Black Scottish/British	1	0.06%		0.00%		0.00%
Other Caribbean or	2	0.11%		0.00%		0.00%

Black					
Arab, Arab Scottish/British	1	0.06%		0.00%		0.00%
Other Arab		0.00%		0.00%		0.00%
Other	3	0.17%		0.00%		0.00%
Prefer not to say	19	1.07%	3	0.41%		0.00%
Unknown	44	2.47%	37	5.07%	36	7.59%
Total	1778	100.00%	730	100.00%	474	100.00%

2.2.2   Applicants for Employment 1 January 2018 – 31 December 2018 by Ethnicity

ETHNICITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
White – Scottish	1371	75.91%	514	78.35%	331	80.54%
White - Other British	157	8.69%	61	9.30%	33	8.03%
White – Irish	13	0.72%	6	0.91%	3	0.73%

White - Gypsy/ Traveller		0.00%		0.00%		0.00%
White - Eastern European (e.g. Polish)	49	2.71%	10	1.52%	5	1.22%
White - Other ethnic group	91	5.04%	28	4.27%	17	4.14%
Any mixed or multiple ethnic group	8	0.44%	2	0.30%	2	0.49%
Pakistani, Pakistani Scottish/British	17	0.94%	3	0.46%	2	0.49%
Indian, Indian Scottish/British	22	1.22%	4	0.61%	2	0.49%
Bangladeshi, Bangladeshi Scottish/British		0.00%		0.00%		0.00%
Chinese, Chinese Scottish/British	16	0.89%	5	0.76%	1	0.24%
Other Asian	8	0.44%	3	0.46%	1	0.24%

African, African Scottish/British	2	0.11%		0.00%		0.00%
Other African	10	0.55%	2	0.30%	1	0.24%
Caribbean, Caribbean Scottish/British	1	0.06%		0.00%		0.00%
Black, Black Scottish/British	2	0.11%		0.00%		0.00%
Other Caribbean or Black	3	0.17%	3	0.46%	1	0.24%
Arab, Arab Scottish/British	3	0.17%	1	0.15%		0.00%
Other Arab		0.00%		0.00%		0.00%
Other	4	0.22%	1	0.15%	1	0.24%
Prefer not to say	10	0.55%	1	0.15%	1	0.24%
Unknown	19	1.05%	12	1.83%	10	2.43%
Total	1806	100.00%	656	100.00%	411	100.00%

2.3   DISABILITY

2.3.1   Applicants for Employment 1 January 2017 – 31 December 2017 by Disability

DISABILITY	Applicants for Employment (1778)		Selected for Interview (730)		Successful Appointments (474)	
	No.	%	No.	%	No.	%
Disabled	70	100.0	29	100.0	11	100.0

2.3.2   Applicants for Employment 1 January 2018 – 31 December 2018 by Disability

DISABILITY	Applicants for Employment (1806)		Selected for Interview (656)		Successful Appointments (411)	
	No.	%	No.	%	No.	%
Disabled	52	100.0	14	100.0	5	100.0

2.3.3   Applicants for Employment 1 January 2017 – 31 December 2017 by Disability Type

DISABILITY TYPE	Applicants for Employment	Selected for Interview	Successful Appointments

	No.	%	No.	%	No.	%
Learning Disability	22	31.43%	9	31.03%	3	27.27%
Longstanding Illness	17	24.29%	7	24.14%	1	9.09%
Mental Health Condition	6	8.57%	4	13.79%		0.00%
Physical Impairment	6	8.57%	2	6.90%	2	18.18%
Sensory Impairment	5	7.14%	4	13.79%	2	18.18%
Other		0.00%		0.00%		0.00%
Prefer Not to Say		0.00%		0.00%		0.00%
Unknown	14	20.00%	3	10.34%	3	27.27%
Total	70	100.00%	29	100.00%	11	100.00%

2.3.4   Applicants for Employment 1 January 2018 – 31 December 2018 by Disability Type

DISABILITY TYPE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Learning Disability	19	36.54%	7	50.00%	3	60.00%
Longstanding Illness	8	15.38%	1	7.14%	1	20.00%
Mental Health Condition	4	7.69%		0.00%		0.00%
Physical Impairment	5	9.62%	2	14.29%		0.00%
Sensory Impairment	4	7.69%		0.00%		0.00%
Other		0.00%		0.00%		0.00%
Prefer Not to Say		0.00%		0.00%		0.00%
Unknown	12	23.08%	4	28.57%	1	20.00%
Total	52	100.00%	14	100.00%	5	100.00%

2.4   AGE

2.4.1   Applicants for Employment 1 January 2017 – 31 December 2017 by Age

AGE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Under 21	16	0.90%	6	0.82%	5	1.05%
21-30	370	20.81%	139	19.04%	102	21.52%
31-40	606	34.08%	235	32.19%	128	27.00%
41-50	424	23.85%	195	26.71%	122	25.74%
51-60	255	14.34%	89	12.19%	58	12.24%
61 plus	45	2.53%	21	2.88%	18	3.80%
Not Known	62	3.49%	45	6.16%	41	8.65%
Total	1778	100.00%	730	100.00%	474	100.00%

2.4.2 Applicants for Employment 1 January 2018– 31 December 2018 by Age

AGE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Under 21	25	1.38%	5	0.76%	5	1.22%
21-30	524	29.01%	162	24.70%	108	26.28%
31-40	505	27.96%	191	29.12%	117	28.47%
41-50	453	25.08%	181	27.59%	114	27.74%
51-60	226	12.51%	84	12.80%	48	11.68%
61 plus	42	2.33%	17	2.59%	7	1.70%
Not Known	31	1.72%	16	2.44%	12	2.92%
Total	1806	100.00%	656	100.00%	411	100.00%

2.5   SEXUAL ORIENTATION

2.5.1   Applicants for Employment 1 January 2017 – 31 December 2017 by Sexual Orientation

SEXUAL ORIENTATION	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Bisexual	8	0.45%	3	0.41%	3	0.6%
Gay/Lesbian	39	2.19%	13	1.78%	5	1.1%
Heterosexual/Straight	1623	91.28%	651	89.18%	413	87.1%
Unknown	49	2.76%	43	5.89%	39	8.2%
Prefer not to say	55	3.09%	20	2.74%	14	3.0%
Other	4	0.22%		0.00%		0.0%
Totals	1778	100.00%	730	100.00%	474	100.0%

2.5.2 Applicants for Employment 1 January 2018 – 31 December 2018 by Sexual Orientation

SEXUAL ORIENTATION	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Bisexual	17	0.94%	4	0.61%	3	0.73%
Gay/Lesbian	19	1.05%	7	1.07%	3	0.73%
Heterosexual/Straight	1694	93.80%	616	93.90%	381	92.70%
Unknown	29	1.61%	17	2.59%	15	3.65%
Prefer not to say	41	2.27%	10	1.52%	7	1.70%
Other	6	0.33%	2	0.30%	2	0.49%
Totals	1806	100.00%	656	100.00%	411	100.00%

2.6   RELIGION OR BELIEF

2.6.1   Applicants for Employment 1 January 2017 – 31 December 2017 by Religion or Belief

RELIGION OR BELIEF	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Buddhist	5	0.28%	3	0.41%	2	0.42%
Church of Scotland	322	18.11%	132	18.08%	85	17.93%
Hindu	2	0.11%		0.00%		0.00%
Humanist	22	1.24%	11	1.51%	4	0.84%
Jewish		0.00%		0.00%		0.00%
Muslim	17	0.96%	6	0.82%	5	1.05%
None	701	39.43%	285	39.04%	184	38.82%
Other Christian	209	11.75%	74	10.14%	49	10.34%
Other Religion/Belief	21	1.18%	9	1.23%	6	1.27%

Pagan		0.00%		0.00%		0.00%
Roman Catholic	291	16.37%	119	16.30%	72	15.19%
Sikh	1	0.06%		0.00%		0.00%
Prefer Not to Say	126	7.09%	49	6.71%	29	6.12%
Unknown	61	3.43%	42	5.75%	38	8.02%
Total	1778	100.00%	730	100.00%	474	100.00%

2.6.2   Applicants for Employment 1 January 2018 – 31 December 2018 by Religion or Belief

RELIGION OR BELIEF	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Buddhist	4	0.22%	1	0.15%		0.00%
Church of Scotland	328	18.16%	139	21.19%	84	20.44%
Hindu	11	0.61%	1	0.15%	1	0.24%
Humanist	12	0.66%	4	0.61%	3	0.73%

Jewish	1	0.06%		0.00%		0.00%
Muslim	23	1.27%	4	0.61%	2	0.49%
None	819	45.35%	281	42.84%	186	45.26%
Other Christian	194	10.74%	59	8.99%	33	8.03%
Other Religion/Belief	14	0.78%	5	0.76%	1	0.24%
Pagan	4	0.22%	2	0.30%	1	0.24%
Roman Catholic	257	14.23%	103	15.70%	62	15.09%
Sikh	6	0.33%	1	0.15%		0.00%
Prefer Not to Say	102	5.65%	43	6.55%	26	6.33%
Unknown	31	1.72%	13	1.98%	12	2.92%
Total	1806	100.00%	656	100.00%	411	100.00%

2.7   CARING RESPONSIBILITIES

2.7.1   Applicants for Employment 1 January 2017 – 31 December 2017 by Caring Responsibilities

CARING RESPONSIBILITIES	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes (Children under 18)	765	43.03%	334	45.75%	214	45.15%
Yes (Other)	22	1.24%	12	1.64%	9	1.90%
No	934	52.53%	343	46.99%	215	45.36%
Prefer Not to Say	11	0.62%	3	0.41%	1	0.21%
Unknown	46	2.59%	38	5.21%	35	7.38%
Total	1778	100.00%	730	100.00%	474	100.00%

2.7.2   Applicants for Employment 1 January 2018 – 31 December 2018 by Caring   Responsibilities

CARING RESPONSIBILITIES	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes (Children under 18)	871	48.23%	316	48.2%	192	46.72%
Yes (Other)	26	1.44%	11	1.7%	7	1.70%
No	873	48.34%	313	47.7%	198	48.18%
Prefer Not to Say	17	0.94%	4	0.6%	3	0.73%
Unknown	19	1.05%	12	1.8%	11	2.68%
Total	1806	100.00%	656	100.0%	411	100.00%

2.8 GENDER IDENTITY

2.8.1 Applicants for Employment 1 January 2017 – 31 December 2017 by Gender Identity

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	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes	1	0.06%		0.00%		0.00%
No	1727	97.13%	691	94.66%	438	92.41%
Prefer Not to Say	6	0.34%	3	0.41%	2	0.42%
Unknown	44	2.47%	36	4.93%	34	7.17%
Total	1778	100.00%	730	100.00%	474	100.00%

2.8.2   Applicants for Employment 1 January 2018 – 31 December 2018 by Gender Identity

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	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes	2	0.11%		0.00%		0.00%
No	1775	98.28%	644	98.17%	400	97.32%
Prefer Not to Say	8	0.44%		0.00%		0.00%
Unknown	21	1.16%	12	1.83%	11	2.68%
Total	1806	100.00%	656	100.00%	411	100.00%

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 2017 – 31 December 2017 by Gender

GENDER	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Female	197	73.51%	88	80.00%	37	84.09%
Male	71	26.49%	22	20.00%	7	15.91%
Prefer not to say		0.00%		0.00%		0.00%
Unknown		0.00%		0.00%		0.00%
Total	268	100.00%	110	100.00%	44	100.00%

3.1.2 Applicants for Promotion 1 January 2018 – 31 December 2018 by Gender

GENDER	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Female	125	79.62%	70	85.37%	41	89.13%
Male	32	20.38%	12	14.63%	5	10.87%
Unknown		0.00%		0.00%		0.00%
Prefer not to say		0.00%		0.00%		0.00%
Total	157	100.00%	82	100.00%	46	100.00%

3.2 ETHNICTY

3.2.1 Applicants for Promotion 1 January 2017 – 31 December 2017 by Ethnicity

ETHNICITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
White – Scottish	225	83.96%	99	90.00%	39	88.64%

White - Other British	23	8.58%	8	7.27%	3	6.82%
White – Irish	6	2.24%	2	1.82%	1	2.27%
White - Gypsy/ Traveller		0.00%		0.00%		0.00%
White - Eastern European (e.g. Polish)	9	3.36%		0.00%		0.00%
White - Other ethnic group	2	0.75%	1	0.91%	1	2.27%
Any mixed or multiple ethnic group		0.00%		0.00%		0.00%
Pakistani, Pakistani Scottish/British	1	0.37%		0.00%		0.00%
Indian, Indian Scottish/British		0.00%		0.00%		0.00%
Bangladeshi, Bangladeshi Scottish/British		0.00%		0.00%		0.00%
Chinese, Chinese	1	0.37%		0.00%		0.00%

Scottish/British						
Other Asian		0.00%		0.00%		0.00%
African, African Scottish/British		0.00%		0.00%		0.00%
Other African		0.00%		0.00%		0.00%
Caribbean, Caribbean Scottish/British		0.00%		0.00%		0.00%
Black, Black Scottish/British		0.00%		0.00%		0.00%
Other Caribbean or Black		0.00%		0.00%		0.00%
Arab, Arab Scottish/British		0.00%		0.00%		0.00%
Other Arab		0.00%		0.00%		0.00%
Other	1	0.37%		0.00%		0.00%
Prefer not to say		0.00%		0.00%		0.00%
Unknown		0.00%		0.00%		0.00%
Total	268	100.00%	110	100.00%	44	100.00%

3.2.2 Applicants for Promotion 1 January 2018 – 31 December 2018 by Ethnicity

ETHNICITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
White – Scottish	124	78.98%	69	84.15%	39	84.78%
White - Other British	11	7.01%	8	9.76%	5	10.87%
White – Irish	1	0.64%		0.00%		0.00%
White - Gypsy/ Traveller		0.00%		0.00%		0.00%
White - Eastern European (e.g. Polish)	3	1.91%		0.00%	1	2.17%
White - Other ethnic group	9	5.73%	3	3.66%		0.00%
Any mixed or multiple ethnic group		0.00%		0.00%		0.00%
Pakistani, Pakistani Scottish/British		0.00%		0.00%		0.00%
Indian, Indian		0.00%		0.00%		0.00%

Scottish/British						
Bangladeshi, Bangladeshi Scottish/British		0.00%		0.00%		0.00%
Chinese, Chinese Scottish/British	1	0.64%		0.00%		0.00%
Other Asian	1	0.64%	1	1.22%		0.00%
African, African Scottish/British		0.00%		0.00%		0.00%
Other African	1	0.64%		0.00%		0.00%
Caribbean, Caribbean Scottish/British		0.00%		0.00%		0.00%
Black, Black Scottish/British		0.00%		0.00%		0.00%
Other Caribbean or Black		0.00%		0.00%		0.00%
Arab, Arab Scottish/British		0.00%		0.00%		0.00%
Other Arab		0.00%		0.00%		0.00%
Other		0.00%		0.00%		0.00%

Prefer not to say	2	1.27%		0.00%		0.00%
Unknown	4	2.55%	1	1.22%	1	2.17%
Total	157	100.00%	82	100.00%	46	100.00%

3.3   DISABILITY

3.3.1   Applicants for Promotion 1 January 2017 – 31 December 2017 by Disability

DISABILITY	Applicants for Employment (268)		Selected for Interview (110)		Successful Appointments (44)	
	No.	%	No.	%	No.	%
Disabled	9	100.0	5	100.0	1	100.0

3.3.2   Applicants for Promotion 1 January 2018 – 31 December 2018 by Disability

DISABILITY	Applicants for Employment (157)		Selected for Interview (82)		Successful Appointments (46)	
	No.	%	No.	%	No.	%
Disabled	2	100.0	1	100.0	0	100.0

3.3.3 Applicants for Promotion 1 January 2017 – 31 December 2017 by Disability Type

DISABILITY TYPE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Learning Disability	3	33.33%	1	20.00%	1	100.00%
Longstanding Illness	1	11.11%	1	20.00%		0.00%
Mental Health Condition	2	22.22%	2	40.00%		0.00%
Physical Impairment		0.00%		0.00%		0.00%
Sensory Impairment	1	11.11%	1	20.00%		0.00%
Other		0.00%		0.00%		0.00%
Prefer Not to Say		0.00%		0.00%		0.00%
Unknown	2	22.22%		0.00%		0.00%
Total	9		5	100.00%	1	100.00%

3.3.4 Applicants for Promotion 1 January 2018 – 31 December 2018 by Disability Type

DISABILITY TYPE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Learning Disability	1	50.00%		0.00%		0.00%
Longstanding Illness		0.00%				
Mental Health Condition		0.00%				
Physical Impairment		0.00%				
Sensory Impairment		0.00%				
Other		0.00%				
Prefer Not to Say		0.00%				
Unknown	1	50.00%	1			
Total	2	100.00%	1		0	

3.4   AGE

3.4.1   Age Profile of Applicants for Promotion 1 January 2017 – 31 December 2017

AGE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Under 21	0	0.00%	0	0.00%	0	0.00%
21-30	22	8.21%	5	4.55%	1	2.27%
31-40	106	39.55%	49	44.55%	15	34.09%
41-50	89	33.21%	41	37.27%	22	50.00%
51-60	45	16.79%	12	10.91%	5	11.36%
61 plus	4	1.49%	2	1.82%	0	0.00%
Not known	2	0.75%	1	0.91%	1	2.27%
Total	268	100.00%	110	100.00%	44	100.00%

3.4.2 Age Profile of Applicants for Promotion 1 January 2018 – 31 December 2018

AGE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Under 21	2	1.27%	1	1.22%	1	2.17%
21-30	19	12.10%	9	10.98%	5	10.87%
31-40	48	30.57%	27	32.93%	14	30.43%
41-50	52	33.12%	25	30.49%	17	36.96%
51-60	32	20.38%	18	21.95%	9	19.57%
61 plus	1	0.64%	0	0.00%	0	0.00%
Not known	3	1.91%	2	2.44%	0	0.00%
Total	157	100.00%	82	100.00%	46	100.00%

3.5   SEXUAL ORIENTATION

3.5.1   Applicants for Promotion 1 January 2017 – 31 December 2017 by Sexual Orientation

SEXUAL ORIENTATION	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Bisexual		0.00%		0.00%		0.00%
Gay/Lesbian	1	0.37%	1	0.91%		0.00%
Heterosexual/Straight	260	97.01%	105	95.45%	41	93.18%
Unknown	1	0.37%		0.00%		0.00%
Prefer Not to Say	6	2.24%	3	2.73%	3	6.82%
Other		0.00%	1	0.91%		0.00%
Totals	268	100.00%	110	100.00%	44	100.00%

3.5.2 Applicants for Promotion 1 January 2018 – 31 December 2018 by Sexual Orientation

SEXUAL ORIENTATION	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Bisexual		0.00%		0.0%		0.00%
Gay/Lesbian		0.00%		0.0%		0.00%
Heterosexual/Straight	153	97.45%	80	97.6%	44	95.65%
Unknown		0.00%		0.0%		0.00%
Prefer Not to Say	4	2.55%	2	2.4%	2	4.35%
Other		0.00%		0.0%		0.00%
Totals	157	100.00%	82	100.0%	46	100.00%

3.6 RELIGION OR BELIEF

3.6.1 Applicants for Promotion 1 January 2017 – 31 December 2017 by Religion or Belief

RELIGION OR BELIEF	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Buddhist		0.00%		0.00%		0.0%
Church of Scotland	67	25.00%	27	24.55%	10	22.7%
Hindu		0.00%		0.00%		0.0%
Humanist		0.00%		0.00%		0.0%
Jewish		0.00%		0.00%		0.0%
Muslim	1	0.37%		0.00%		0.0%
None	90	33.58%	37	33.64%	15	34.1%
Other Christian	29	10.82%	11	10.00%	5	11.4%
Other Religion/Belief	6	2.24%	2	1.82%		0.0%
Pagan		0.00%		0.00%		0.0%
Roman Catholic	65	24.25%	31	28.18%	13	29.5%

	No.	%	No.	%	No.	%
Sikh		0.00%		0.00%		0.0%
Prefer Not to Say	10	3.73%	2	1.82%	1	2.3%
Unknown		0.00%		0.00%		0.0%
Total	268	100.00%	110	100.00%	44	100.0%

3.6.2   Applicants for Promotion 1 January 2018 – 31 December 2018 by Religion or Belief

RELIGION OR BELIEF	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Buddhist		0.00%		0.00%		0.0%
Church of Scotland	41	26.11%	24	29.27%	11	23.9%
Hindu		0.00%		0.00%		0.0%
Humanist		0.00%		0.00%		0.0%
Jewish		0.00%		0.00%		0.0%
Muslim		0.00%		0.00%		0.0%

None	62	39.49%	31	37.80%	19	41.3%
Other Christian	18	11.46%	5	6.10%	3	6.5%
Other Religion/Belief	2	1.27%	1	1.22%		0.0%
Pagan		0.00%		0.00%		0.0%
Roman Catholic	26	16.56%	16	19.51%	9	19.6%
Sikh		0.00%		0.00%		0.0%
Prefer Not to Say	7	4.46%	4	4.88%	3	6.5%
Unknown	1	0.64%	1	1.22%	1	2.2%
Total	157	100.00%	82	100.00%	46	100.0%

3.7   CARING RESPONSIBILITIES

3.7.1   Applicants for Promotion 1 January 2017 – 31 December 2017 by Caring   Responsibilities

CARING RESPONSIBILITIES	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes (Children under 18)	138	51.49%	61	55.45%	27	61.36%
Yes (Other)	1	0.37%	1	0.91%		0.00%
No	128	47.76%	47	42.73%	17	38.64%
Prefer Not to Say	1	0.37%	1	0.91%		0.00%
Unknown		0.00%		0.00%		0.00%
Total	268	100.00%	110	100.00%	44	100.00%

3.7.2 Applicants for Promotion 1 January 2018 – 31 December 2018 by Caring Responsibilities

CARING RESPONSIBILITIES	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes (Children under 18)	72	45.86%	38	46.34%	23	50.0%
Yes (Other)	2	1.27%	1	1.22%		0.0%
No	80	50.96%	42	51.22%	23	50.0%
Prefer Not to Say	3	1.91%	1	1.22%		0.0%
Unknown		0.00%		0.00%		0.0%
Total	157	100.00%	82	100.00%	46	100.0%

3.8   GENDER IDENTITY

3.8.1   Applicants for Promotion 1 January 2017 – 31 December 2017 by Gender Identity

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	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes		0.00%		0.00%		0.00%
No	267	99.63%	109	99.09%	44	100.00%
Prefer Not to Say		0.00%		0.00%		0.00%
Unknown	1	0.37%	1	0.91%		0.00%
Total	268	100.00%	110	100.00%	44	100.00%

3.8.2   Applicants for Promotion 1 January 2018 – 31 December 2018 by Gender Identity

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	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes		0.00%		0.00%		0.00%
No	156	99.36%	82	100.00%	46	100.00%
Prefer Not to Say	1	0.64%		0.00%		0.00%
Unknown		0.00%		0.00%		0.00%
Total	157	100.00%	82	100.00%	46	100.00%

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 2017 – 31 December 2017

ETHNICITY	Number	Proportion (%)
White – Scottish	651	64.33
White - Other British	52	5.14
White – Irish	17	1.68
White - Gypsy/ Traveller		
White - Eastern European (e.g. Polish)		
White - Other ethnic group	29	2.87
Any mixed or multiple ethnic group	3	0.30
Pakistani, Pakistani Scottish/British	5	0.49
Indian, Indian Scottish/British	3	0.30
Bangladeshi, Bangladeshi Scottish/British		
Chinese, Chinese Scottish/British		

	Number	Proportion (%)
Other Asian	2	0.20
African, African Scottish/British		
Other African		
Caribbean, Caribbean Scottish/British	1	0.10
Black, Black Scottish/British		
Other Caribbean or Black		
Arab, Arab Scottish/British		
Other Arab		
Other		
Prefer not to say	249	24.60
Unknown		
GENDER	Number	Proportion (%)
Female	922	91.11
Male	90	8.89
Unknown	0	0

DISABILITY	Number	Proportion (%)
Number of Disabled Employees	11	1.09
AGE	Number	Proportion (%)
Under 21	4	0.40
21 - 30	175	17.29
31 - 40	221	21.84
41 - 50	296	29.25
51 - 60	272	26.88
61 plus	44	4.35
Unknown	0	0

SEXUAL ORIENTATION	Number	Proportion (%)
Bisexual	0	0
Gay/Lesbian	8	0.79
Heterosexual/Straight	393	38.83

	Number	Proportion (%)
Prefer Not to Say	11	1.09
Unknown	600	59.29
RELIGION OR BELIEF	Number	Proportion (%)
Buddhist	1	0.10
Church of Scotland	55	5.43
Hindu	1	0.10
Humanist	0	0
Jewish	0	0
Muslim	1	0.10
None	96	9.49
Other Christian	21	2.08
Other Religion/Belief	1	0.10
Pagan	0	0
Roman Catholic	34	3.36
Sikh	0	0
Prefer Not to Say	14	1.38

	Number	Proportion (%)
Unknown	788	77.87
CARING RESPONSIBILITY	Number	Proportion (%)
No	57	5.63
Yes (children under 18)	70	6.92
Yes (other)	4	0.40
Prefer Not to Say	3	0.30
Unknown	878	86.76
GENDER IDENTITY	Number	Proportion (%)
Yes	0	0
No	130	12.85
Prefer Not to Say	6	0.59
Unknown	876	86.56

4.2 Employees who applied for and received training during period 1 January 2018 – 31 December 2018

ETHNICITY	Number	Proportion (%)
White – Scottish	800	65.25
White - Other British	64	5.22
White – Irish	15	1.22
White - Gypsy/ Traveller	0	0
White - Eastern European (e.g. Polish)	3	0.24
White - Other ethnic group	30	2.45
Any mixed or multiple ethnic group	5	0.41
Pakistani, Pakistani Scottish/British	7	0.57
Indian, Indian Scottish/British	4	0.33
Bangladeshi, Bangladeshi Scottish/British	0	0
Chinese, Chinese Scottish/British	2	0.16
Other Asian	3	0.24
African, African Scottish/British	3	0.24
Other African	0	0
Caribbean, Caribbean Scottish/British	1	0.08
Black, Black Scottish/British	1	0.08

	Number	Proportion (%)
Other Caribbean or Black	0	0
Arab, Arab Scottish/British	0	0
Other Arab	0	0
Other	1	0.08
Prefer not to say	285	23.25
Unknown	2	0.16
GENDER	Number	Proportion (%)
Female	1108	90.38
Male	118	9.62
Unknown	0	0
DISABILITY	Number	Proportion (%)
Number of Disabled Employees	18	1.47
AGE	Number	Proportion (%)
Under 21	4	0.33

21 - 30	217	17.70
31 - 40	261	21.29
41 - 50	367	29.93
51 - 60	325	26.51
61 plus	52	4.24
Unknown	0	0
SEXUAL ORIENTATION	Number	Proportion (%)
Bisexual	4	0.33
Gay/Lesbian	15	1.22
Heterosexual/Straight	521	42.50
Prefer Not to Say	19	1.55
Unknown	667	54.40

RELIGION OR BELIEF	Number	Proportion (%)
Buddhist	0	0
Church of Scotland	66	5.38
Hindu	0	0
Humanist	1	0.08
Jewish	0	0
Muslim	4	0.33
None	202	16.48
Other Christian	29	2.37
Other Religion/Belief	5	0.41
Pagan	0	0
Roman Catholic	59	4.81
Sikh	0	0
Prefer Not to Say	19	1.55
Unknown	841	68.60
CARING RESPONSIBILITY	Number	Proportion (%)

	Number	Proportion (%)
No	163	13.30
Yes (children under 18)	145	11.83
Yes (other)	8	0.65
Prefer Not to Say	3	0.24
Unknown	907	73.98
GENDER IDENTITY	Number	Proportion (%)
Yes	10	0.82
No	275	22.43
Prefer Not to Say	8	0.65
Unknown	933	76.10

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 2017 – 31 December 2017

	Grievance		Disciplinary		Bullying & Harassment	
ETHNICITY	No.	%	No.	%	No.	%
White – Scottish	7	100	6	85.71	2	66.67
White - Other British			1	14.29		
White – Irish						
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						

	No.	%	No.	%	No.	%
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	33.33
Unknown						
GENDER	No.	%	No.	%	No.	%
Female			7	100	1	33.33
Male	7	100			2	66.67
DISABILITY	No.	%	No.	%	No.	%

	No.	%	No.	%	No.	%
Number of Disabled Employees	6	85.71	1	14.29	0	0
AGE	No.	%	No.	%	No.	%
Under 21						
21 – 30						
31 – 40			1	14.29	1	33.33
41 – 50			2	28.57	1	33.33
51 – 60	7	100	4	57.14	1	33.33
61 plus						

SEXUAL ORIENTATION	No.	%	No.	%	No.	%
Bisexual						
Gay/Lesbian						
Heterosexual/Straight	7	100	2	28.57	2	66.67
Prefer Not to Say						
Unknown			5	71.43	1	33.33
RELIGION OR BELIEF	No.	%	No.	%	No.	%
Buddhist						
Church of Scotland					1	33.33
Hindu						
Humanist						
Jewish						
Muslim						
None	6	85.71	2	28.57	1	33.33
Other Christian						
Other Religion/Belief						

Pagan						
Roman Catholic			1	14.29		
Sikh						
Prefer Not to Say	1	14.29				
Unknown			4	57.14	1	33.33
CARING RESPONSIBILITY						
No	1	14.29			2	66.67
Yes (children under 18)			2	28.57		
Yes (other)	6	85.71				
Prefer Not to Say						
Unknown			5	71.43	1	33.33
GENDER IDENTITY						
Yes						
No	6	85.71			2	66.67
Prefer Not to Say						

Unknown	1	14.29	7	100	1	33.33

5.2 Grievance Procedures, Disciplinary Procedures and Bullying & Harassment Complaints for period 1 January 2018 – 31 December 2018

	Grievance		Disciplinary		Bullying & Harassment	
ETHNICITY	No.	%	No.	%	No.	%
White – Scottish			4	50.00		
White - Other British			2	25.00		
White – Irish						
White - Gypsy/ Traveller						
White - Eastern European (e.g. Polish)						
White - Other ethnic group	1	33.33	1	12.50		
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						

	No.	%	No.	%	No.	%
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	2	66.67	1	12.50		
Unknown						
GENDER	No.	%	No.	%	No.	%
Female	3	100	4	50.00		
Male			4	50.00		
DISABILITY	No.	%	No.	%	No.	%
Number of Disabled Employees	0	0	1	12.50		

AGE	No.	%	No.	%	No.	%
Under 21						
21 – 30			1	12.50		
31 – 40			2	25.00		
41 – 50	2	66.67	4	50.00		
51 – 60	1	33.33	1	12.50		
61 plus						
SEXUAL ORIENTATION	No.	%	No.	%	No.	%
Bisexual						
Gay/Lesbian						
Heterosexual/Straight	1	33.33	5	62.50		
Prefer Not to Say						
Unknown	2	66.67	3	37.50		

RELIGION OR BELIEF	No.	%	No.	%	No.	%
Buddhist						
Church of Scotland						
Hindu						
Humanist						
Jewish						
Muslim						
None			1	12.50		
Other Christian			1	12.50		
Other Religion/Belief						
Pagan						
Roman Catholic						
Sikh						
Prefer Not to Say						
Unknown	3	100	6	75.00		
CARING RESPONSIBILITY						

No			1	12.50		
Yes (children under 18)			1	12.50		
Yes (other)						
Prefer Not to Say						
Unknown	3	100	6	75.00		
GENDER IDENTITY						
Yes						
No			1	12.50		
Prefer Not to Say						
Unknown	3	100	7	87.50		

6. EMPLOYEES LEAVING EMPLOYMENT

6.1 Employees leaving employment during period 1 January 2017 – 31 December 2017

ETHNICITY	Number	Proportion (%)
White – Scottish	242	59.02
White - Other British	24	5.85
White – Irish	9	2.20
White - Gypsy/ Traveller		
White - Eastern European (e.g. Polish)		
White - Other ethnic group	17	4.15
Any mixed or multiple ethnic group		
Pakistani, Pakistani Scottish/British	2	0.49
Indian, Indian Scottish/British	1	0.24
Bangladeshi, Bangladeshi Scottish/British		
Chinese, Chinese Scottish/British	1	0.24
Other Asian		
African, African Scottish/British	2	0.49
Other African		

ETHNICITY	Number	Proportion (%)
Caribbean, Caribbean Scottish/British	2	0.49
Black, Black Scottish/British		
Other Caribbean or Black		
Arab, Arab Scottish/British		
Other Arab		
Other	2	0.49
Prefer not to say	108	26.34
Unknown		
GENDER	Number	Proportion (%)
Female	306	74.63
Male	104	25.37
DISABILITY	Number	Proportion (%)
Number of Disabled Employees	2	0.49

ETHNICITY	Number	Proportion (%)
AGE	Number	Proportion (%)
Under 21	2	0.49
21 – 30	66	16.10
31 – 40	117	28.54
41 – 50	80	19.51
51 – 60	71	17.32
61 plus	74	18.05
SEXUAL ORIENTATION	Number	Proportion (%)
Bisexual	2	0.49
Gay/Lesbian	0	0
Heterosexual	136	33.17
Unknown	267	65.12
Prefer Not to Say	5	1.22
Other	0	0

RELIGION OR BELIEF	Number	Proportion (%)
Buddhist		
Church of Scotland	21	5.12
Hindu		
Humanist		
Jewish		
Muslim	1	0.24
None	27	6.59
Other Christian	3	0.73
Other Religion/Belief		
Pagan	1	0.24
Roman Catholic	15	3.66
Sikh		
Prefer Not to Say	4	0.98
Unknown	338	82.44

CARING RESPONSIBILITY	Number	Proportion (%)
No	27	6.59
Yes (children under 18)	16	3.90
Yes (other)	1	0.24
Prefer Not to Say		
Unknown	366	89.27
GENDER IDENTITY	Number	Proportion (%)
Yes		
No	45	10.98
Prefer Not to Say		
Unknown	365	89.02

6.2   Employees leaving employment during period 1 January 2018 – 31 December 2018

ETHNICITY	Number	Proportion (%)
White – Scottish	196	62.03
White - Other British	19	6.01
White – Irish	8	2.53
White - Gypsy/ Traveller		
White - Eastern European (e.g. Polish)		
White - Other ethnic group	1	0.32
Any mixed or multiple ethnic group		
Pakistani, Pakistani Scottish/British	3	0.95
Indian, Indian Scottish/British	2	0.63
Bangladeshi, Bangladeshi Scottish/British		
Chinese, Chinese Scottish/British		
Other Asian	1	0.32
African, African Scottish/British		
Other African		
Caribbean, Caribbean Scottish/British		
Black, Black Scottish/British		

ETHNICITY	Number	Proportion (%)
Other Caribbean or Black		
Arab, Arab Scottish/British		
Other Arab		
Other	14	4.43
Prefer not to say	71	22.47
Unknown	1	0.32
GENDER	Number	Proportion (%)
Female	257	81.33
Male	59	18.67
DISABILITY	Number	Proportion (%)
Number of Disabled Employees	6	1.90
AGE	Number	Proportion (%)
Under 21	4	1.27

ETHNICITY	Number	Proportion (%)
21 – 30	68	21.52
31 – 40	80	25.32
41 – 50	50	15.82
51 – 60	70	22.15
61 plus	44	13.92
SEXUAL ORIENTATION	Number	Proportion (%)
Bisexual		
Gay/Lesbian	4	1.27
Heterosexual	135	42.72
Unknown	172	54.43
Prefer Not to Say	5	1.58
Other		

RELIGION OR BELIEF	Number	Proportion (%)
Buddhist		
Church of Scotland	19	6.01
Hindu	1	0.32
Humanist		
Jewish		
Muslim	2	0.63
None	51	16.14
Other Christian	3	0.95
Other Religion/Belief		
Pagan		
Roman Catholic	19	6.01
Sikh		
Prefer Not to Say	7	2.22
Unknown	214	67.72
CARING RESPONSIBILITY	Number	Proportion (%)

	Number	Proportion (%)
No	51	16.14
Yes (children under 18)	25	7.91
Yes (other)	4	1.27
Prefer Not to Say	3	0.95
Unknown	233	73.73
GENDER IDENTITY	Number	Proportion (%)
Yes		
No	71	22.47
Prefer Not to Say	3	0.95
Unknown	242	76.58

6.3   Reasons for leaving during period 1 January 2017 – 31 December 2017

ETHNICITY	Deceased	Dismissed - capability	Dismissed – misconduct	Early Retirement	End of Contract	Ill Health Retirement	Leaving Area	Other Employment	Other reasons not disclosed	Personal Reasons	Redundancy	Retirement	TUPE Transfer	Totals
White Scottish	2	4	1	5	13	2	9	93	18	18	4	41	32	242
White Other British					1	1	2	12		2	1	2	3	241
White Irish					1		1	2		1		4		9
White														

Gypsy/Traveller														
White Eastern European														
White Other Ethnic Group	1				1			8	2			1	4	17
Any Mixed or Multiple ethnic group														
Pakistani, Pakistani Scottish/British								2						2
Indian, Indian Scottish/British								1						1
Bangladeshi, Bangladeshi Scottish/British														
Chinese, Chinese Scottish/British								1						1
Other Asian														
African, African Scottish/British								2						2
Other African														
Caribbean, Caribbean							1			1				2

Scottish/British														
Black, Black Scottish/British														
Other Caribbean or Black														
Arab, Arab Scottish or Arab British														
Other Arab														
Other							1	1						2
Prefer not to say	1	2		1	4		7	48	10	13	1	11	10	108
Unknown														

	Deceased	Dismissed - capability	Dismissed – misconduct	Early Retirement	End of Contract	Ill Health Retirement	Leaving Area	Other Employment	Other reasons not disclosed	Personal Reasons	Redundancy	Retirement	TUPE Transfer	Totals
GENDER														
Female	2	6		4	12	3	19	124	25	33	3	48	27	306
Male	1	1	1	2	8		2	46	5	2	3	11	22	104
DISABILITY														
Number of Disabled								2						2

Employees														
AGE														
Under 21					2									2
21 – 30					7		3	40	4	6			6	66
31 – 40			1		4	1	8	78	8	11			6	117
41 – 50					2		8	42	7	8	1		12	80
51 – 60	1	3		2	3	1	1	10	10	8	1	14	17	71
61 plus	2	4		4	2	1	1		1	2	4	45	8	74
SEXUAL ORIENTATION														
Bisexual													2	2
Gay/Lesbian														
Heterosexual/Straight					17	1	11	72	7	14		4	10	136
Prefer Not to Say								5						5
Unknown	3	7	1	6	3	2	10	93	23	21	6	55	37	267

RELIGION/BELIEF														
Buddhist														
Church of Scotland					3			10	1	1		2	4	21
Hindu														
Humanist														
Jewish														
Muslim								1						1
None					7			13	1	6				27
Other Christian							1	2						3
Other Religion/Belief														
Pagan								1						1
Roman Catholic					2			10	1	1		1		15
Sikh														
Prefer Not to Say								2		1			1	4
Unknown	3	7	1	6	8	3	20	131	27	26	6	56	44	338

	Deceased	Dismissed - capability	Dismissed – misconduct	Early Retirement	End of Contract	Ill Health Retirement	Leaving Area	Other Employment	Other reasons not disclosed	Personal Reasons	Redundancy	Retirement	TUPE Transfer	Totals
CARING RESPONSIBILITY														
No					4		1	9	3	4		3	3	27
Yes (children under 18)					1			11		3			1	16
Yes (other)										1				1
Prefer Not to Say														

143

Unknown	3	7	1	6	15	3	20	150	27	27	6	56	45	366
GENDER IDENTITY													
Yes													
No					5		1	21	3	9		3	3	45
Prefer Not to Say													
Unknown	3	7	1	6	15	3	20	149	27	26	6	56	46	365

6.4   Reasons for leaving during period 1 January 2018 – 31 December 2018

	Deceased	Dismissed - capability	Dismissed – misconduct	Early Retirement	End of Contract	Ill Health Retirement	Leaving Area	Other Employment	Other reasons not disclosed	Personal Reasons	Redundancy	Retirement	Voluntary Severance	Totals
ETHNICITY														

White Scottish	8	26	2	7	78	20	13	203	33	43	45	83	1	562
White Other British	1			1	3	1		9	2	6	5	6	1	35
White Irish					3			5	1	4		1		14
White Gypsy/Traveller														
White Eastern European							1							1
White Other Ethnic Group					7		2	9	3	2	1	5		29
Any Mixed or Multiple ethnic group														
Pakistani, Pakistani Scottish/British								3		1				4
Indian, Indian Scottish/British							1	1						2
Bangladeshi, Bangladeshi Scottish/British							1							1
Chinese, Chinese Scottish/British														
Other Asian								1						1

African, African Scottish/British					1									1
Other African														
Caribbean, Caribbean Scottish/British														
Black, Black Scottish/British					1									1
Other Caribbean or Black														
Arab, Arab Scottish or Arab British														
Other Arab														
Other										1				1
Prefer not to say	3	10	2	3	6	8	5	62	9	13	8	26		155
Unknown			1					1	1	2			1	6

	Deceased	Dismissed - capability	Dismissed – misconduct	Early Retirement	End of Contract	Ill Health Retirement	Leaving Area	Other Employment	Other reasons not disclosed	Personal Reasons	Redundancy	Retirement	Voluntary Severance	Totals
GENDER														
Female	8	18	1	7	45	15	19	180	33	56	36	75	2	495
Male	4	18	4	4	54	14	4	114	16	16	23	46	1	318
DISABILITY														
Number of Disabled		1		1	3	3	1	6	2	2	3	4		26

	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	Total
Employees														
AGE														
Under 21					17			8	3	2				30
21 – 30		3			42		9	80	10	14	1		1	160
31 – 40	1	6	3		12		4	91	13	17	2			149
41 – 50	2	6	1		19	3	3	75	7	13	1			130
51 – 60	5	6	1	8	8	15	6	36	10	16	27	32	2	172
61 plus	4	15		3	1	11	1	4	6	10	28	89		172
SEXUAL ORIENTATION														
Bisexual								1						1
Gay/Lesbian								8		1				9
Heterosexual/Straight	2	8	2		83	4	13	149	26	39	19	14		359
Unknown	10	28	3	10	14	24	9	135	22	30	38	105	3	431
Prefer Not to Say				1	2	1	1	1	1	2	2	2		13

RELIGION/BELIEF														
Buddhist								1						1
Church of Scotland					16		1	20	2	1	7	8		55
Hindu							1							1
Humanist														
Jewish														
Muslim					1			3						4
None	1	1	2	1	41		5	55	15	22	8	5		156
Other Christian					2			3	1	1				7
Other Religion/Belief														
Pagan								2						2
Roman Catholic		1			11	1	1	13	3	8	3	1		42
Sikh														
Prefer Not to Say				1	3	1		8		1	2	2		18
Unknown	11	34	3	9	25	27	15	189	28	39	39	105	3	527

CARING RESPONSIBILITY	Deceased	Dismissed - capability	Dismissed – misconduct	Early Retirement	End of Contract	Ill Health Retirement	Leaving Area	Other Employment	Other reasons not disclosed	Personal Reasons	Redundancy	Retirement	Voluntary Severance	Totals
No		1			51	2	4	49	13	20	8	8		156
Yes (children under 18)	1	1	2		12		2	33	4	9	5	1		70
Yes (other)					1			1	1		5	2		10
Prefer Not to Say				1	2			2				2		7

Unknown	11	34	3	10	33	27	17	209	31	43	41	108	3	570
GENDER IDENTITY														
Yes														
No	1	2	2		47	2	6	77	15	22	17	14		205
Unknown	11	34	3	11	50	27	17	215	34	50	41	105	3	601
Prefer Not to Say					2			2			1	2		7