

**WEST  
DUNBARTONSHIRE  
COUNCIL**

# **Equalities Mainstreaming and Outcomes Report 2017 - 2021**

Progress update  
April 2019

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# Foreword



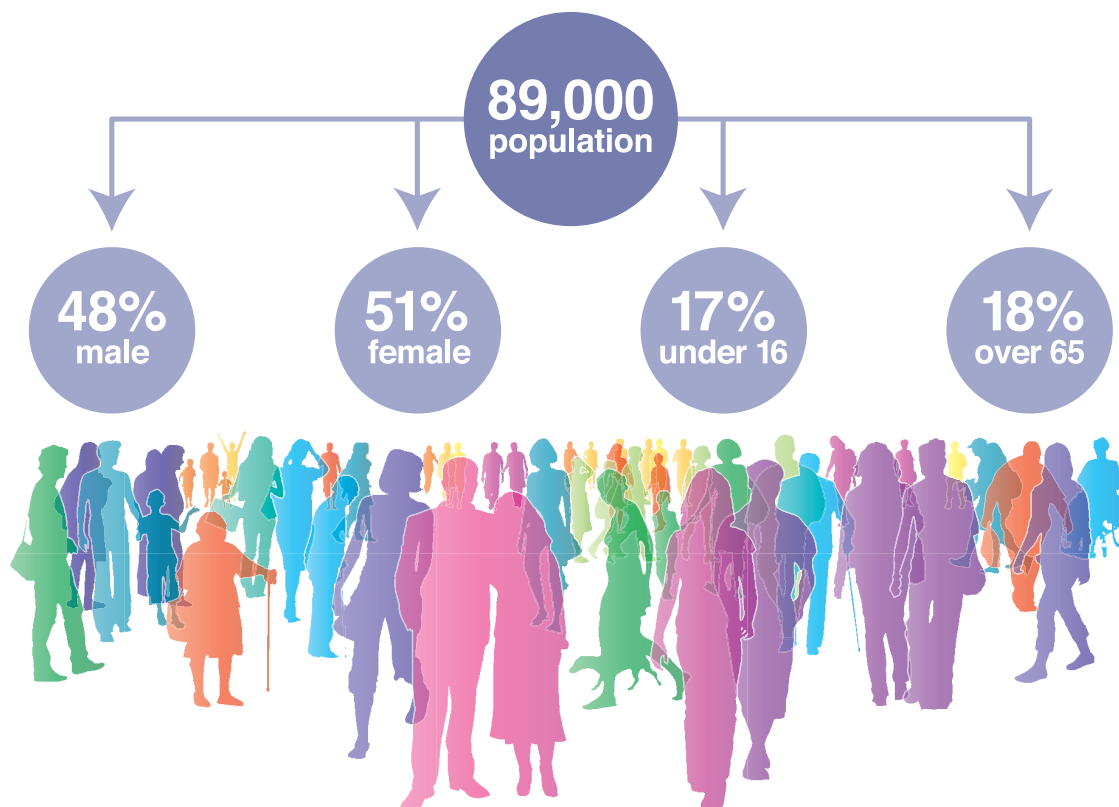
As Chair of the West Dunbartonshire Equality and Diversity Working Group, I am delighted to present the Equality Outcomes and Mainstreaming Update, covering the period 2017-2019.

This report details the progress we have made in delivering the Equality Outcomes we adopted as a Council in 2017 along with wider updates on mainstreaming equalities.

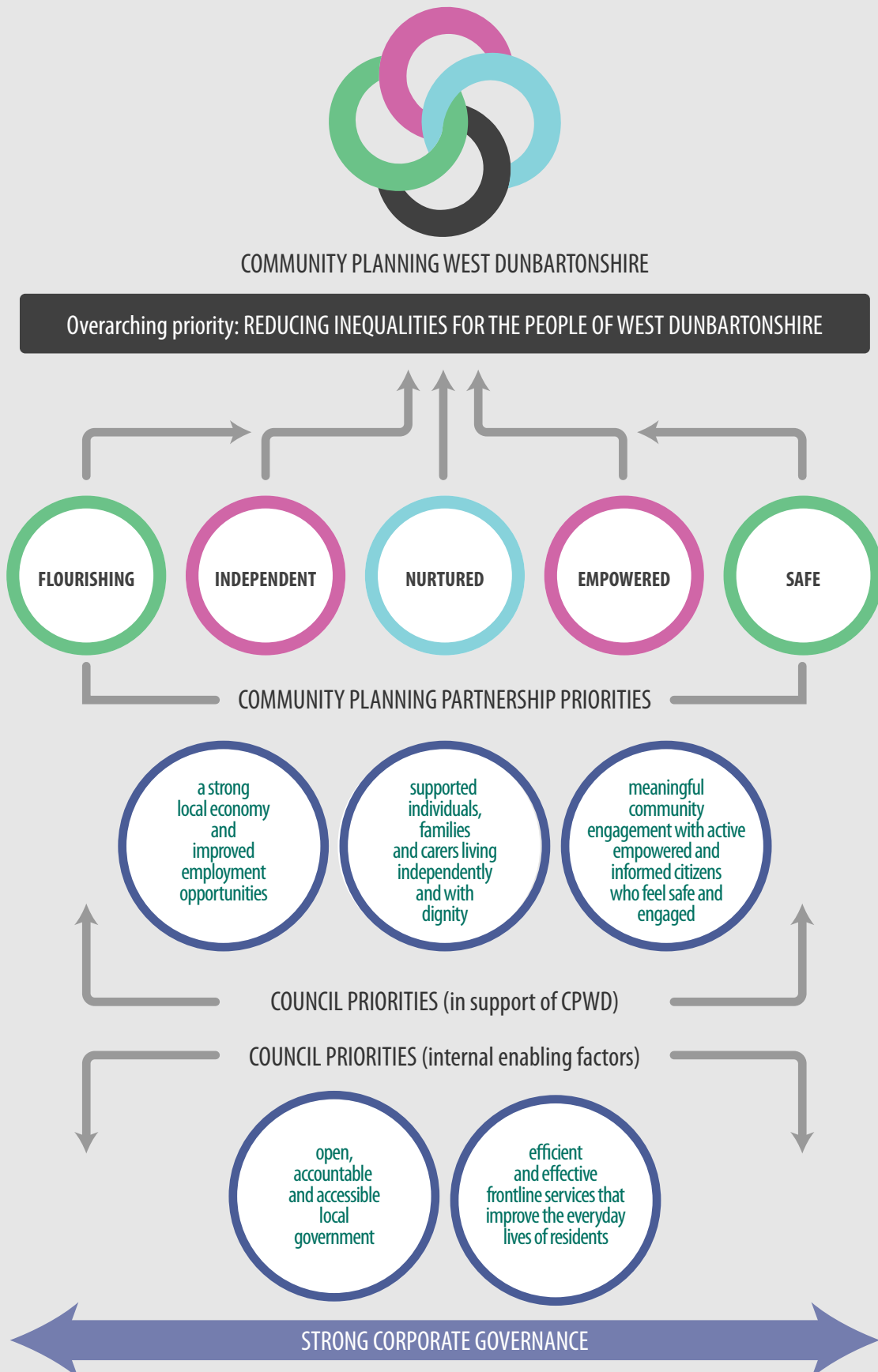
I believe that in the current challenging times the public sector finds itself in, it is more important than ever to maintain a focus on fairness and equity in the design and delivery of our valued and vital public services.

It is for this reason that I'm so pleased to see the committed activity taking place across West Dunbartonshire Council outlined in this document.

Best wishes,  
**Councillor Caroline McAllister**



# Our Strategic Priorities



# National context



Since our Equality Outcomes were adopted in 2017, Scottish Government has enacted the socio-economic duty of the Equality Act 2010 - known as the Fairer Scotland Duty.

The new National Performance Framework makes clear links to Human Rights, with further work underway to review the national approach to Human Rights and possible new legislation.



From 1 April 2018, we have incorporated the Fairer Scotland Duty into our Equality Impact Assessments, joining Human Rights and health considerations.

# West Dunbartonshire Council Equality Statement

The Council is committed to fulfilling the three key elements of the general equality duty as defined in the Equality Act 2010:

Eliminating  
discrimination,  
harrassment and  
victimisation

Advancing equality of  
opportunity between  
people who share a  
protected characteristic  
and those who do not

Fostering good relations  
between people who share  
a protected characteristic  
and those who do not;  
this includes tackling  
prejudice and building  
understanding

The protected characteristics are:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race, this includes ethnicity, colour and national origin
- religion or belief
- sex
- sexual orientation
- marriage/civil partnership *(for which only the first duty applies)*



Every one of us has 'protected characteristics', however, in this context, the focus is on the treatment individuals and groups receive, the level of autonomy they have, and the positive or negative outcomes for them.

We will:

- remove or minimise disadvantages experienced by people due to their protected characteristics
- meet the needs of people from protected groups where these are different from the needs of other people
- Encourage people with protected characteristics to participate in public life or in other activities where their participation is disproportionately low
- take effective action on equality
- make the right decisions, first time around
- develop better policies and practices, based on evidence
- be transparent, accessible and accountable
- deliver improved outcomes for all

# Mainstreaming Equality



## CASE STUDY...Employee development

During 2018 we designed and delivered new training sessions, on providing accessible services. These joined our existing general equalities sessions and equality impact assessment training, in their face-to-face and online versions.

Overall between 2017 and 2019, more than 950 staff accessed training, compared to 850 staff between 2015 and 2017. We have continued to set and achieve stretching targets for participation in these areas.

Feedback on training was generally very positive, and is used to ensure continuous improvement. We have expanded the range and content in training to ensure that staff are aware how Human Rights and Equalities interact.



## Raising and maintaining awareness

- Induction programme
- Targeted training
- Revised policies on domestic abuse
- EIA online system and support
- West Dunbartonshire Equality Forum
- Equality focused events and celebrations

### CASE STUDY...No Home for Domestic Abuse

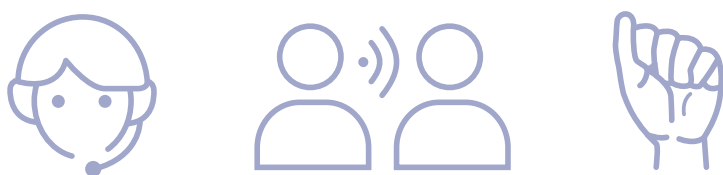
West Dunbartonshire Council has become the first social landlord in Scotland to introduce a zero tolerance policy on domestic abuse within its properties. The Council has introduced measures to ensure victims have immediate access to practical help and specialist legal assistance and support following any incident of domestic abuse.

The service protects those experiencing abuse, including family members, by introducing a presumption that all tenancies for couples are held in joint names. This ensures that victims are legally entitled to remain in the home, if they wish to, following any incident of domestic abuse.



## Accessibility

Over the first two years of this plan we have worked to build awareness among staff of the range of resources available for translation and interpretation, including Language Line and face-to-face interpreting services, including support for BSL users.



% of public areas in Council buildings suitable for and accessible to disabled people:



### CASE STUDY...Connecting Clydebank

Connecting Clydebank is a transformation project targeted at revitalising the civic core of Clydebank. It forms an essential link between the Queens Quay development, Clydebank Town Centre and the public transport infrastructure in and out of the area. By bringing together a range of investment strands it aims to reinforce Clydebank as a destination.

The process has been informed by consultation with residents and likely users of the area, including strong links and engagement with dedicated equality groups for the West Dunbartonshire area. This strengthened the Equality Impact Assessment for the project and ensured inclusion of social and economic impacts.

The team leading this project worked closely with an access consultant and the West Dunbartonshire Access for All group, as well as the wider Equality Forum, visiting similar projects in other areas to share learning. On the advice of the Access for All group, further adjustments and changes have been incorporated into the proposed project plan to address issues raised through the consultation process.

# Mainstreaming Equality in Education



getting  
it right  
for every child

We are committed to ensuring positive sustained outcomes for all of our children and young people through collaborative assessment and planning to address barriers to inclusion and learning, developing all children and young people to be:

- **successful learners**
- **confident individuals**
- **responsible citizens**
- **effective contributors**

## Early Years

By 2020 we aim to provide our families with high quality, flexible early learning and childcare, that is accessible and affordable, in line with the expansion in childcare hours across Scotland. This is an opportunity to drive diversity in our workforce by attracting a wide range of people into this area of work.



OUR SKIES...  
...no limits

## Training & Development

- **In 2018 we held three specific equality & human rights awareness sessions for probationary teachers**
- **Building skills of teachers and support staff around additional support needs**
- **Professional development sessions on barriers to learning and inclusion**
- **Collaboration is ongoing to produce guidance for schools in relation to the British Sign Language (BSL) act.**

## Partnership working

Work continues on closing the attainment gap in partnership with a range of agencies.

The Champions Board is providing guidance to schools on supporting care experienced and previously care experienced pupils.

Our Parent Forum ensures the voice of parents is integral to planning and implementation. In Partnership with Skills Development Scotland and Foundation Apprenticeship providers the Senior Phase team support and deliver national marketing and local marketing campaigns to raise awareness of the various apprenticeships being offered to all young people.

Working4U have successfully bid to deliver Foundation Apprenticeship Frameworks, in Healthcare, Children & Young People and Civil Engineering starting in August 2019. Through this partnership we will ensure that all placements are with the local authority, directly linking to MA pathways.

These frameworks deliver a bespoke employability skills programme for school leavers, tailored to the needs of all young people, providing enhanced support to young people at risk and those who require additional support to access various opportunities. We will work in collaboration with Developing Young Workforce West region, partners & schools to deliver various initiatives promoting equality and diversity, including Big Bang STEM (Science, Technology, Engineering & Maths) events, Bloodhound Challenge & Childcare.

# Equality Outcome Progress



## Increase participation and voice of under-represented groups



West Dunbartonshire Equality forum has a Local Development Plan and Local Housing Strategy. The forum has also directly fed into the process of creating a new Community Empowerment Strategy for the Council.

## West Dunbartonshire Access for All

Well known locally as the **Access Panel**, members have had significant involvement in the process of finalising designs for important **Connecting Clydebank** project, including giving evidence at our planning committee.

## Support for Syrians

Over the last 4 years West Dunbartonshire has welcomed over 100 new residents through the Syrian Vulnerable Person Resettlement Programme. A dedicate team provides support on housing, education, health and integration, working closely with public and voluntary sector partners.

### CASE STUDY...British Sign Language

The British Sign Language (BSL) Action plan 2018 - 2024 was adopted by Council following a period of development and consultation which involved local BSL users. This allowed development of a relationship and contacts which will benefit future service design and delivery.





## Increase diversity in the Council workforce

### Undertook a data verification exercise

This helps us understand the representativeness of the workforce, furtherwork will improve and increase understanding of the profile of our workforce.

### Supporting Flexible Working

- Recruitment & selection practice amended in June 2017
- Guaranteed interview scheme now in place for carers returning to the workplace after a break in employment

### Workforce diversity

We know that our current workforce profile shows an under-representation of BME and disabled employees. Work to understand recruitment data and what improvements can be made is an ongoing activity within the service.

The table below shows data from an analysis exercise in recruitment and selection. It shows the number of applicants in each grouping, along with the proportion of those successful in securing a post.

Protected Characteristic Category	2016/17			2017/18		
	No of applicants in group	No of applicants successful in gaining employment in group	Success rate of group %	No of applicants in group	No of applicants successful in gaining employment in group	Success rate of group %
Female	8,090	537	6.64%	6,750	398	5.90%
Male	3,315	210	6.33%	4,457	170	3.81%
BME	475	25	5.26%	446	14	3.14%
White	10,796	716	6.63%	10,656	541	5.08%
LGBT	277	19	6.86%	329	8	2.43%
Heterosexual	10,718	709	6.62%	10,524	546	5.19%
Disabled	471	22	4.67%	542	17	3.14%
Non-disabled	10,827	721	6.66%	10,569	546	5.17%
Non-Christian	429	21	4.9%	390	6	1.54%
Christian	5,520	425	7.7%	5,060	308	6.09%



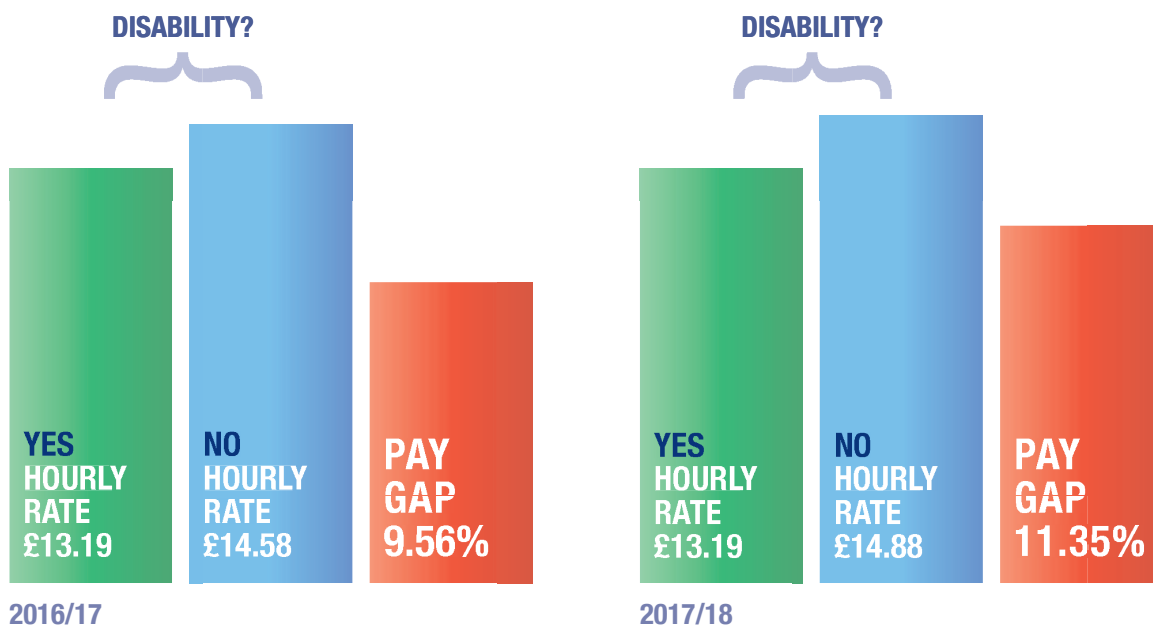
## Reduce disability pay gap

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Equal Pay Audit 2017 shows that the disability\* pay gap is increasing

\*based on those who have recorded themselves as having a disability.





## Make **TIME** for disability

The Council is committed to supporting disabled people into employment and to remain in employment. Guidance developed in 2018, signposting the right policies for supporting disabled people. The guidance aims is to improve the confidence of managers and to encourage the workforce to '**make TIME for disability**'.

MANAGERS		EMPLOYEES
TALK	Managers will make time to have confidential discussions with their employees about their disability.	Employees will have open and honest discussions with their manager about their disability.
INFORM	Managers will ensure that employees are aware of all the supports available to enable employees to manage their disability at work.	Employees will provide relevant information to their manager to mutually agree the best supports to enable them to manage their disability at work.
MANAGE	Managers will ensure that the correct supports are in place for their employees and will review the effectiveness of supports.	Employees will advise their manager of any changes to their condition in order to review the effectiveness of supports.
EMPATHISE	Managers should appreciate that it can be difficult for employees to talk about their disability and appreciate the difficulties employees face when managing a disability.	Employees should appreciate that managers may be hesitant to discuss, out of respect for their employees or lack of knowledge. Employees have a responsibility to educate their managers.

# 4

## Decrease occupational segregation



Occupational segregation refers to the differences in the distribution of women and men across different occupational categories and job types. The Council profile is consistent with national trends, with the highest concentration of females within support and care roles.

Evidence shows that women face the greatest disadvantage. Since 2017 a number of positive steps have been taken to reduce occupational segregation:

- **The ways in which jobs are advertised**
- **Revisions/ review of job profiles**
- **Introduction of training/ mentoring / coaching**
- **Increased access to flexible working**



Working4U through their Skills Development Scotland (SDS) Modern Apprenticeship programme will continue to work in partnership to deliver the Equality Action Plan for Modern Apprenticeships in Scotland.

The four key objectives are:

- **Supporting young disabled people through transition periods in their education and into employment. Improve the successful uptake of Modern Apprenticeships by young disabled people.**
- **Reduce gender stereotyping and gender segregation in career choices and occupational routes chosen by young people in education. Reduce gender segregation in Modern Apprenticeship frameworks.**
- **Broaden the career pathways taken by young people from Scotland's Ethnic Minority communities. Improve the successful uptake of Modern Apprenticeships by individuals from Ethnic minority communities**
- **Support young people in care and leaving care through transition periods in their education and into employment. Improve the successful uptake of Modern Apprenticeships by young people in care and leaving care.**

# 5

## Increase digital inclusion of under-represented groups



### Digital Strategy

Over the period 2017 - 2019 a range of activities have been progressed which will support increased digital inclusion:

- Increased access to digital skills for residents through supports in Libraries and One Stop Shops
- Enhanced supports to build digital skills for employability through Working4U
- Digital skills survey of Council employees.

### Partnership working

- West College Scotland training for employees - introduction to digital skills
- Trades Unions provided digital skills courses for our staff
- Launching a learning pathway for digital skills and leadership within our i-learn platform.

In 2018, West Dunbartonshire was recognised as the best area in Scotland for access to fast broadband speeds. The latest figures show that the region ranks first in Scotland for average download speeds at 72.90 Mbps. The constituency is also one of the top performing areas in the UK as a whole, ranking at fourth place, well above the national average of 46.2 Mbps.

## 6

## Reduce identity-based bullying in schools



New guidance launched on restraint & seclusion as well as racially prejudiced incidents informed by:

- **'No Safe Place'**
- **'Addressing Inclusion: Effectively Challenging Racism in Schools'**
- **CRER's Racist Incident Reporting in Schools**
- **Scottish Government 'Included, Engaged and Involved Part 2: preventing and managing school exclusions'**

Guidance on recording and reporting of (all) bullying incidents is being refreshed.

Developing a focused professional learning event for all education employees

LGBT pupil led groups in schools - helping raise awareness and providing support



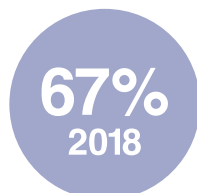
## Reduce the poverty-related attainment gap

To support all children and young people to engage, we are prioritising:

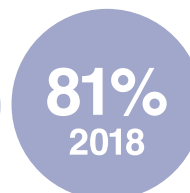
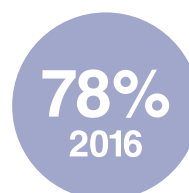
- Implementing a whole school approach to nurture in primary and secondary schools
- Practitioner led literacy and numeracy strategy and implementation groups
- Integrating support services for pupils and families in school premises
- Headteacher leadership and collaboration of school improvement
- Local authority system and process for using data to plan and target support for schools

Specifically, attainment for pupils in deciles 1 & 2 has improved:

### LITERACY at P7



### NUMERACY at P1



Our focus on parental engagement offers a range of supports and programmes for parents and carers to access. We are working to train health visitors in supports which can be delivered at home, enhancing the supports on offer through the family hub model.

Child poverty is a recognised barrier to attainment; the Council works with its community Planning Partners to challenge this; setting the following objectives:

- maximise access to appropriate services
- maximise income through employment for families with children affected by poverty and disadvantage
- maximise income through welfare benefits for families with children affected by poverty and disadvantage
- reduce the cost of living for families with children affected by poverty and disadvantage
- maximise access to training and learning opportunities for families with children affected by poverty and disadvantage
- maximise the impact of public sector investments through focussed recruitment and community benefit.

## 8

## Reduce educational attainment gap between pupils with and without additional support needs (ASN)



Our Collaborative Support Service (CSS) works with schools to support them in addressing GIRFEC and ASN related requirements in their establishments. Specifically, they are working to develop learning and best practice in relation to dyslexia.

Through work with the National Deaf Children's Society and the Scottish Deaf Society, senior deaf and hearing impaired pupils were invited to attend an apprenticeship day at the Lighthouse in Glasgow. Four pupils attended and it was very well received and the signposting and information around apprenticeships and employability very thorough.

In four of our specialist provisions, the "Parents, Pamper and Patter" project has delivered to families of pupils with additional support needs providing parents and children with after school parental engagement and involvement opportunities in partnership with Active Schools. This gives parents the opportunity to get to know one another and enhanced opportunities for family learning together time.

**This document is also available in other languages, large print and audio format on request.**

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

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

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

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

本文件也可應要求，製作成其他語文或特大字體版本，也可製作成錄音帶。

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

## **British Sign Language**

BSL users can contact us via contactSCOTLAND-BSL, the online British Sign Language interpreting service. Find out more on the contactSCOTLAND website.

## **West Dunbartonshire Council**

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