



# **Towards a Fairer and More Equal Falkirk**

**Falkirk Council Mainstreaming Report  
Update 2019**

# INDEX

<b>1</b>	<b>Introduction</b>	<b>3</b>
<b>2</b>	<b>The Equality Act 2010.(Specific Duties) (Scotland) Regulations 2012</b>	<b>4</b>
<b>3</b>	<b>Building Equalities Into Falkirk Council Our Approach To Mainstreaming</b>	<b>4</b>
<b>4</b>	<b>Falkirk Community Planning Partnership Strategic Groups</b>	<b>5</b>
<b>5</b>	<b>Falkirk Council As A Decision Maker</b>	<b>7</b>
<b>6</b>	<b>Falkirk Council as a Procurer of Services</b>	<b>13</b>
<b>7</b>	<b>Falkirk Council as an Education Authority</b>	<b>14</b>
<b>8</b>	<b>Falkirk Council as an employer</b>	<b>18</b>
<b>9</b>	<b>Summary of Equality Outcomes 2017/22</b>	<b>22</b>
	<b>APPENDIX I</b>	<b>23</b>
	<b>APPENDIX II</b>	
	<b>Composition of the Workforce</b>	<b>25</b>
	<b>APPENDIX III</b>	
	<b>Falkirk Council Communications Action Plan</b>	<b>32</b>
	<b>APPENDIX IV</b>	
	<b>Falkirk Council Employers Action Plan</b>	<b>36</b>

# 1 Introduction

- 1.1 Falkirk Council recognises that equality is fundamental to achieving its aim of becoming a fairer and more equal place to be. There is a growing commitment to achieving equality for all and a recognition that improving the approach to equalities and human rights issues has to start from existing plans and policies and activities.
- 1.2 The Council and its Community Planning partners are committed to redesigning their services to support the most vulnerable citizens and to raising awareness about the impact that poverty and other inequalities have. It is important that everyone working and living in the area have the skills to challenge stereotypes and to value and respect diversity. If there is improved understanding of the needs of our different communities and more opportunities to bring people together to celebrate difference and diversity we can achieve our aim of having a fairer and more equal Falkirk.

## A mainstreaming report

- 1.3 Mainstreaming simply means that equality is intrinsic in the way the Council works; the way decisions are made; the way people who work for and on behalf of us behave; how we perform and even in the way we improve our services. In other words we need to make sure that equalities are a key component of our work and not an after thought.
- 1.4 We take account of equalities when we go about our business in the Community as
  - A Community Planning Partner
  - A Decision Maker
  - A Service Provider
  - A Procurer of Services and
  - An Education Authority
- 1.5 We are committed to integrating equalities into our business, using tools such as Equality and Poverty Impact Assessment (EPIA), and by ensuring that equalities feature explicitly and proportionately in business planning, committees or other decision-making, and reports and through all other policy development and review mechanisms. We also integrate equality into our role as an employer and as an education authority.

## The Legal Context

- 1.6 Section 149 of The Equality Act 2010 came into force in April 2011, introducing a new Public Sector Equality duty that became law across Scotland. The Public Sector Equality Duty has three parts which must be complied with. It requires public bodies such as Falkirk Council, to have due regard (or to consciously consider) the need to:
  - Eliminate discrimination, harassment and victimisation.
  - Advance equality of opportunity between those who have protected characteristics and those who don't. and
  - Foster good relations between those who have protected characteristics and those who don't.

## What are Protected Characteristics?

- 1.7 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:
  - Age
  - Disability
  - Gender reassignment
  - Pregnancy and maternity
  - Race - this includes ethnic or national origin, colour and nationality. This also includes Gypsy/Travellers.
  - Religion or belief - this includes a lack of belief.
  - Sex
  - Sexual orientation
  - Marital Status

## 2 The Equality Act 2010.(Specific Duties) (Scotland) Regulations 2012

2.1 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:

- Publish a report on mainstreaming the equality duty.
- Publish equality outcomes and report on progress.
- Assess and review policies and practices.
- Gather and use employee information.
- Publish gender pay gap information
- Publish an equal pay statement.
- Consider award criteria and conditions in relation to public procurement.

2.2 We are required to publish the following information:

- A fresh Mainstreaming Report no later than 30 April 2019 and subsequently at intervals of not more than two years.
- A report on the progress made to achieve the equality outcomes no later than 30 April 2019

2.3 We are committed to meeting the Public Sector Equality Duty and Specific Duties. To support this, the Council Corporate Priorities are

### **People**

Raising aspiration and ambition  
Reducing the impact of poverty on children and their families

### **Place**

Growing our economy  
Improving the neighbourhoods we live in  
Promoting vibrant town centres

### **Partnership**

Working with communities to deliver better services  
Empowering and enabling people to be self reliant  
Promoting Stronger more reliant Communities

## 3 Building Equalities Into Falkirk Council Our Approach To Mainstreaming

3.1 In developing this third mainstreaming report we know that we need to continue to build equalities into our organisational and Community Planning Structures so that we can deliver our Equality Outcomes.

3.2 The purpose of this report is to outline the progress the Council has made in relation to equality in the Community as:

- A Community Planning Partner
- A Decision Maker
- A Service Provider
- A Procurer of Services and as
- An Education Authority

3.3 There is a separate section on our role as an Employer. There are separate but connected mainstreaming reports and Equality Outcomes from our Licencing Board and the Integration Joint Board.

### **Falkirk Council as a Community Planning Partner**

3.4 Our Community Planning partnership has reviewed its outcomes and priorities and it is expected that the new priorities of the Council will reflect these. These priorities and outcomes have been arrived at by looking at evidence, speaking to our communities and identifying persistent and evasive issues within our communities. The engagement we carried out informs our approach to the development of our revised Equality Outcomes and will inform our future approach to mainstreaming.

3.5 The priorities and outcomes within our SOLD are:

### **Priorities**

- Improving mental health and wellbeing
- Maximising job creation and employability
- Minimising the impact of substance misuse
- Addressing the impact of poverty on children

## Outcomes

- Our area will be a fairer and more equal place to live
  - We will grow our local economy to secure successful business, investment and employment
  - Our children will develop into resilient, confident and successful adults
  - Our population will be healthier
  - People live full, independent and positive lives within supportive communities
  - Our area will be a safer place to live
- 3.6 The Community Planning partnership has restructured to take a more focused approach to its priorities. Six strategic groups have been developed and the underpinning delivery structures are in the process of being established. Delivery Plans will be developed for each delivery group. The relevant equalities work is listed beside each Strategic group. These are the areas of work where it is recognised that public sector partners have to work with other organisations and the whole community to achieve improved outcomes for all.

## 4 Falkirk Community Planning Partnership Strategic Groups

### Falkirk Economic Partnership

- 4.1 This is chaired by Falkirk Council it will support equality mainstreaming by:
- Giving more focus on whole family support to improve the chances of children living in low income households
  - Greater recognition of skills development of young people who are not in education with a key focus on work based skill
  - Considering the specific needs of care experience young people
  - Raising awareness on the scale and type of mental health conditions which can prevent people accessing employment and support services
  - Working with employers to reduce the stigma associated with declaring a criminal conviction.

### Integration Joint Board

- 4.2 This group is chaired by the lead officer for the Falkirk Health and Social Care Partnership. The key issues that the Integrated Joint Board will be considering are:
- The Falkirk area has an ageing population. The 75+ year population is projected to increase by 98% by 2037. This has significant implications for service provision.
  - Growing numbers of people living with long term conditions, multiple conditions and complex needs. There is a need to redesign services to better meet the holistic needs of people with complex needs. By the age of 65 years most individuals will be living with more than one diagnosed condition.
  - The increase in disease trends have been exacerbated by the lifestyle choices that people make. These trends could be influenced positively through a continued focus on health improvement, early intervention and prevention.
  - There are currently over 15,000 people

providing unpaid care in Falkirk, which is 9.7% of the local population. 35.7% of carers in Falkirk provide in excess of 35 hours unpaid care. This figure is set to increase.

4.3 A separate mainstreaming report is required by the Joint Board. The Council's community consultation provided information to the joint board in the relation to development of the IJB's equality outcomes.

### **Falkirk Children's Commission**

4.4 This group is led by the Director of Children's Services. It will work to achieve the following:

- Support early intervention by working together to promote wellbeing and take early action to assess and support children/ young people if a wellbeing concern is raised.
- Be effective corporate parents and care for our looked after children and care leavers as any parent would.
- Pay particular attention to our most vulnerable children and young people who;
  - are on the child protection register, looked after, in kinship care, or care leavers
  - have a disability, are young carers , are living in poverty, are affected by parental mental ill health, substance misuse or domestic abuse

### **Anti–Poverty and Equalities Partnership**

4.5 This is led by the Head of Policy, Technology and Improvement. This group will work across the Community Planning Partnership:

- Improve our focus on equalities issues and human rights;
- Work with all communities to build more cohesive communities that recognise and celebrate diversity;
- Seek to increase household income;
- Address the impact of poverty on children;
- Prioritise disadvantaged communities when designing and delivering services;
- Improve access to services for our most vulnerable individuals and families;

- Define a basic standard of living we would expect everyone in Falkirk to enjoy;
- Reduce the stigma of poverty on people, families and communities.

### **Mental Health and Well-being Partnership**

4.6 This group is led by the Director of Public Health, NHS Forth Valley. This group will have a particular focus on

- Ensuring access to appropriate mental health and social care services which will contribute to reducing health inequalities for all across the lifespan

### **Chief Officer Group for Public Protection and Community Justice**

4.7 This group is chaired by the Chief Executive of Falkirk Council. The activities that it will take forward that support mainstreaming are:

- Our citizens will be protected - specifically vulnerable children / young people and vulnerable adults
- We will work to prevent and reduce crime and the fear of crime
- Community participation in the planning, delivery and evaluation of Community Justice services will be strengthened
- We will work to ensure people who have offended get the help they need, when they need it to make a real difference to their lives
- Our homes, roads and communities will be safer for all
- Gender based violence and prejudiced based crime and incidents will be dealt with appropriately and community based approaches taken to ensure that people feel safe

### **Community Involvement and Participation**

4.8 We have reviewed our approach to community involvement to ensure that we work with our local community to improve our services and local communities. We have developed principles for Community Involvement which are the standards that we will try to achieve whenever we involve communities. Our principles are:

- Purpose in each situation where Falkirk Council engages with the local community, we will be clear about whether we are informing, consulting or engaging. We will not consult people when decisions have already been taken
- Involvement - we will identify who might be interested in any consultation or engagement and encourage them to be involved. We will also try to overcome any barriers they may face so that no group or individual is excluded.
- Methods - we will use the right methods of engagement in each situation and ensure that timescales are long enough for people to participate effectively.
- Information - we will share all the information necessary for people to participate and we will use clear, accessible language
- Working together - we will treat all participants with respect and we will expect all participants to treat us and others with respect. We may require people and organisations that represent their communities to show us how they have collected the views of their community.
- Feedback - we will always explain how people will receive feedback before they participate. We will always try to show how people's views have influenced the outcome.
- Improvement - we will monitor and evaluate our approaches to Community Participation so that we can improve over time

4.9 One of our 6 actions in the plan is to reach everyone by adjusting what we do so that anyone can participate in our consultation events. This included ensuring that our events are held in accessible buildings or at times and places suitable to the communities involved, and ensuring that translators or childcare is provided if necessary.

## 5 Falkirk Council As A Decision Maker

5.1 Our Corporate Plan was revised after the local government elections in May 2017. Our Priorities for 2017-2022 are:

### People

- Raising aspiration and ambition
- Reducing the impact of poverty on children and their families

### Place

- Growing our economy
- Improving the neighbourhoods we live in
- Promoting vibrant town centres

### Partnership

- Working with communities to deliver better services
- Empowering and enabling people to be self reliant
- Promoting Stronger more resilient communities

5.2 Council of the Future is a new radical change programme being launched across the Council. The Council recognise that the landscape for public services is change and the council needs to adapt and build new critical skills for the running modern public services. Council of the Future will deliver a programme of change over the next five years covering all aspects of the Council's work which will transform the organisation over the next 5 years. The Council needs to modernise, change the way we work and change the way we work with communities. We will achieve this by engaging with our communities and employees, listening to what they say and acting on their feedback, using data to understand our customers and using technology to modernise our services.

### Our Business Plan

5.3 Underpinning our Corporate Plan will be our Business Plan. This is in the process of development. This in the future will replace our service plans. Although this is still in development it has been agreed that the following statement will be included to demonstrate our commitment to mainstreaming Equalities across the Council area.

- 5.4 We are committed to promoting and enabling a positive culture across the council.
- 5.5 Linked to our Council of the Future values, we are responsive, innovative, trusted and ambitious in implementing the Equality Act 2010. We want to promote equality of opportunity and diversity in employment and service delivery for all our people. This means that our services will challenge discrimination and encourage respect, understanding and dignity for everyone living, working and visiting the Falkirk Council area. We will do this through our role as community leader, but also as part of our strategic planning and policy formation in employment and service delivery. We recognise that we have a particular responsibility to ensure that equality is central to the development of our policies and practices in respect of race, sex, disability, religion and belief, sexuality, gender reassignment and age. This means we will tackle discrimination, encourage understanding, positive relationships and promote equality of opportunity in relation to each of these strands in all aspects of our work
- 5.6 We give due regard to the challenges facing people with protected characteristics in all areas of their lives and gather data to help us with our Equality and Poverty Impact Assessments.

### **Falkirk Council as a Service Provider**

- 5.7 Individual Services have their own Service plans which are aligned to the Council goals. However these are guided by key corporate policies and plans.
- 5.8 This year the Council refreshed its anti poverty strategy. This identified key groups within our communities that we were going to pay particular attention to with regards anti poverty measures. In addition we recognised that many of the groups who disproportionately are affected by poverty are those with protected characteristics. As such our poverty strategy with its focus on direct support to our most vulnerable will have a significant impact on our mainstreaming activity.

### **Children's Services**

- 5.9 Children's Services is the largest service within Falkirk Council, incorporating Children and Families, Social Work, Criminal Justice, Education, Community Learning, and Catering

and Building and Cleaning. The Service has a net revenue budget of £181.4m and a workforce of approximately 3,200 employees (Full Time Equivalent).

- 5.10 Children's Services provides and commissions education, support, care and protection services for children and young people, and people of all ages in all communities in the Falkirk Council area. The functions of the service are wide ranging, from assessing need and providing care and protection to vulnerable individuals and families, delivering early learning and education to children, young people and adult learners to implementing measures of control for those who may be at risk to themselves or the wider community. Services are provided to meet the needs of a broad range of service users including some of our most vulnerable citizens.
- 5.11 Children's Services provide a wide range of services for individuals, families and communities, in order to educate, protect, support and promote the achievements, health and wellbeing of all service users including the most vulnerable people within the Falkirk Council area. Most of our work is undertaken in partnership with other agencies, communities, service users and their families, parents or carers.
- 5.12 We take service users' views into account when planning and delivering our services and we are responsive to the needs of the people who use our services. We are committed to ensuring that our performance is measured and managed and that continuous improvement is an integral part of our service. Service improvement will be delivered through the re-design of services in ways that mean our services focus on our priorities and are targeted towards supporting those in greatest need. Service re-design will also deliver necessary savings to the Council. Children's Services are progressing a number of projects through the Council of the Future initiative. These projects will ensure the Service develops the technical and organisational changes required to deliver services in more modern, effective and efficient ways.

## CASE STUDY

### Example of Mainstreaming Equalities in Children's Services

#### **Closer to Home**

- 5.13 By offering financial support, the Council aims to empower families to make the right choices and alleviate stress in a bid to stop problems escalating to the point where a child may be at risk and taken into care.
- 5.14 We have many examples of how preventative spend is helping families stay together and is providing a more stable environment for a child or young person to live. In each case we have to ask ourselves: what will it take to enable a child to be supported by family? What are the times that are most difficult? How can we help the family or child cope? How can we strengthen their skills?
- 5.15 One example was a child in care who wanted to live with their grandparents, but it wasn't financially possible for them to look after him. By working with them we identified that if we offered to pay their car costs each month, and provide a kinship payment, that child could be cared for by their immediate family.
- 5.16 By taking an innovative approach, and working with the family to identify what would help them overcome barriers to caring for their grandson, that child now lives in an environment where they feel safe and connected to their family and, as a by-product, the Council is now saving money, paying £650 per month for the child to be cared for compared to £2750 per week for a residential placement.

#### **Children with Disabilities**

- 5.17 Our summer programme and befriending programmes allow our young people to participate in activities they wouldn't otherwise be able to. Support is given for our young people to socialise with their friends and access play and learning opportunities with support.

#### **Young Carers**

- 5.18 Social work, education and Falkirk Young Carers have worked together to develop awareness raising sessions and training for staff in relation to the new Carers Act duties and plans. This work was led by Young Carers, supported by staff to ensure them have a voice in relation them having a carer's statement.

#### **Corporate and Housing Services**

- 5.19 Corporate and Housing Services (C&HS) play a major role in improving and changing the way the council delivers services and works towards being a Council of the Future. Our focus is to ensure we meet the priorities and outcomes in our community partnership's Strategic Outcomes and Local Delivery Plan (SOLD) and the council's Corporate Plan. We continue to review services our customers need and want to ensure they are fit for purpose, efficient and effective. We do this by engaging our staff, reviewing and improving processes and procedures, and challenging decisions. Our customers range from communities, citizens, council tenants to elected members and employees.
- 5.20 We recognise a number of social challenges that we face. The number of people living longer, welfare reform, people moving into the area and an increase in single person households has placed particular demands on our housing, health and social care services. A strong Housing Asset Management Plan and Local Housing Strategy, supported by a Strategic Housing Investment Plan (new affordable housing) and Housing Contribution Statement, cover some of these challenges and we continue to work to meet the rising demands placed on us.
- 5.21 It is important that as we work towards a Council of the Future we stay with or ahead of the digital requirements our customers expect. Having a fit for purpose Technology Strategy will prepare us to deliver mobile flexible staff and allow external customers to

make digital contact with us through online facilities.

- 5.22 The Council operates within a complex and changing legislative and governance environment. Being knowledgeable about and preparing for any change is key to forward planning. We play a key role in advising the Council and its elected members. We will build on the induction training for elected members and continue to support them to participate in effective decision making and scrutiny.
- 5.23 We are aware of the Council's commitment to the environment and continue to focus on improving the quality and energy efficiency of our housing. Through our Scottish Housing Quality Standard (SHQS) investment programme we are ensuring our tenants have modern, fit for purpose and fuel efficient homes. We continue to maximise all available external funding to support the delivery of subsidised energy efficient measures to private and Council owned homes.
- 5.24 Our obligations under the Community Empowerment (Scotland) Act 2015 will mean over the five years of this plan the Service will support community planning, locality planning, community action plans and participatory budgeting. The work with communities to meet their needs will be fundamentally different with a focus on co-production and empowerment.

## CASE STUDY

### **Example of Mainstreaming from Corporate and Housing Services**

5.25 In 2017 Falkirk Council's Housing Needs Service provided supported accommodation to a young vulnerable Vietnamese person who was found on the streets in Falkirk by Police Scotland.

5.26 Falkirk Council's Access to Housing Service (Housing Needs Service) agreed to accommodate the young person in the supported unit to allow for the case to be investigated and to provide support.

5.27 It was confirmed later that year by the Home Office that he had been a victim of human trafficking. As such he had 45 days to consider his options during which he would be entitled to safe accommodation and support.

5.28 The young person spoke no English and was supported by housing support staff to attend an interview at Scottish Refugee Centre in Glasgow to give him advice and assistance.

5.29 Falkirk Council's Housing Needs Service continued to provide accommodation. During this time multidisciplinary meetings were arranged with the young person that included, Housing Needs Service, Social Work, Leaving Care Loretto and representation from the Guardianship scheme.

5.30 Ensuring the young person received person centred support that promotes equality and human rights issues was paramount, and support was tailored to achieve outcomes that included;

- Applying for Asylum in the U.K where he was represented by a solicitor
- Support to find family
- Support to attend meetings in Edinburgh with the Scottish Guardianship
- Support to explore eligibility for student allowance via the college for travel costs etc.

- Financial assistance through a weekly allowance from Leaving Care.
- Attendance at the Champions Board to meet other young people.
- Support to continue to establish friendship group in Edinburgh.
- Referred to Life Coach via LCT
- Support to attend all routine health appointments including GP, Dentist and eye examination
- Referral submitted to CAMHS to explore what specialist trauma support could be offered.
- Support to attend College in Edinburgh to complete his ESOL course.

5.31 The Housing Needs Service recognised the cultural challenges the young person was dealing with living in a shared living environment. Agreement was reached with other agencies that a move to alternative temporary accommodation with other supports might help integration and provide stability. This included access to suitable cooking facilities etc. so that he could start to provide his own meals.

5.31 Inclusion within the new service promoted equality issues ensuring the young person had access to the same services other young looked after care leavers accessed. Single occupancy provision within the unit supported the young person to embrace his own cultural norms that shared living could not.

5.32 In November 2018 the young person was given indefinite leave to remain in the UK and was awarded Homeless status with the Housing Needs Service entitling him to permanent housing. Thus ensuring the same options were available to him as other young people accessing services which continues to promote inclusion, equality and fundamental basic human rights.

## Development Services

- 5.34 Development Service's purpose is to contribute to safeguarding, developing and promoting our communities and local economy. It comprises of 5 main functions: Economic Development and Environmental Services, Operational Services, Planning and Transportation, Roads and Design and the Emergency Planning Unit.
- 5.35 Economic Development and Environmental Services Division local economy and the Falkirk area for investment, it supports local businesses and enterprise, helps local people to compete in the labour market and get jobs, helps attract visitors and manages the Council's property portfolio. It also provides many of the regulatory functions of the Council including the protection of people from harmful environments.
- 5.36 Operational Services Division has responsibility for a range of services including refuse collection, waste disposal, recycling and street cleansing together with the Council's fleet services.
- 5.37 Planning & Transportation Division controls our bereavement services, land use and transport planning as well as the management of sustainable development and construction standards. It is our "green" service, helping to protect our environment from the actions of people. . Roads and Design designs and project manages building and engineering projects for the council, provides facilities management for operational buildings, grounds maintenance and is responsible for flood risk management and roads services.
- 5.38 Economic Development and Environmental Services Division promotes the local economy and the Falkirk area for investment, it supports local businesses and enterprise, helps local people to compete in the labour market and get jobs, helps attract visitors and manages the Council's property portfolio. It also provides many of the regulatory functions of the Council including the protection of people from harmful environments

## CASE STUDY

### Examples of Mainstreaming from Development Services

- 5.39 Falkirk Council's Employment and Training Unit (ETU) provides a range of support measures training programmes, advice, guidance and support and is increasingly delivering a targeted service for those most excluded from the labour market. Specific support is available for care experienced young people, workless parents, ex-offenders, those with health conditions and disabilities. Since April 2019 as the only local authority to win the newly devolved employment support service Fair Start Scotland.
- 5.40 This has led to an increased partnership with NHS Forth Valley and a range of third sector specialist providers. Some examples of mainstreaming are:
- 5.41 Sense checking with speech and language therapists and re-branding communication tools and approaches used when engaging excluded job seekers to ensure these are inclusive
- 5.42 Providing personalised health improvement plan where health is the key barrier to employment;
- 5.43 Providing and Individual Placement Support (IPS) in partnership with SAMH for job seekers receiving support from Community Mental Health Services
- 5.44 Delivering Supported Employment for those with disabilities and additional support needs to ensure effective job matching, entry and progression by assigning a work coach and employment support worker.
- 5.45 In addition a priority focus has been on reducing the disability employment gap and in particular improving outcomes for those with learning disabilities by was launched in August 2018, in partnership with NHS Forth Valley, Forth Valley College and Serco. Project SEARCH aims to help young people with learning disabilities to learn on site within the workplace, supported by job coaches and tutors, with the ultimate aim of moving into sustainable employment. All current DFN Project SEARCH interns are close to achieving that goal.

## 6 Falkirk Council as a Procurer of Services

6.1 Falkirk Council's contract standing orders, procurement procedures, relevant guides and contract terms and conditions promote equal opportunity, fairness and transparency in the evaluation, award and management of contracts. The Corporate Procurement Strategy (2017- 2020) specifically recognises equalities in 2 out of its 7 key principles. These are:

- All procurement carried out must comply with the EC Treaty principles of equal treatment, non-discrimination and transparency and the requirements of European (EU), United Kingdom and Scottish legislation. Procurement activity will also be guided by applicable EU; UK and Scottish public procurement policy and guidance;
- Our Procurement Strategy
- Falkirk Council's Annual Procurement Report provides the opportunity for the Council to demonstrate that its procurement spend is being used to best effect to deliver:
- Better public services;
- Improved social, economic and environmental outcomes in the Falkirk Council area
- A range of local and national policies e.g. those relating to tackling inequality and meeting climate change obligations.

## CASE STUDY

### Example of Supporting Local Supported Businesses

- 6.2 Scottish Procurement & Commercial Directorate within Scottish Government established a national multi lot/multi supplier Framework Agreement for Supported Businesses which has recently been renewed for a two-year period with the option of two one-year extensions providing a range of products and services to the whole of the Scottish public sector.
- 6.3 Supported Businesses have a valuable role in integrating disadvantaged and disabled people into the labour market and in helping to improve their overall independence and wellbeing, which is crucial in building a healthier and fairer Scotland.
- 6.4 Falkirk Council is fortunate in having two recognised Supported Businesses based within it's boundary:
- 6.5 Haven Products Ltd based in Larbert provides a number of services such as signage for internal and external use, document scanning, design and manufacture of Personal Protective Equipment (PPE), Contract Packing, Secure Storage & Fulfilment and Printing & Mailing Solutions
- 6.6 Capture All Ltd based in central Falkirk provides a range of digitisation services such as Archive Files & Document Scanning, Document Storage & Scan on Demand, Scanning of bound and unbound books, historical books and ledgers and Scanning of large format architect's drawings, old linen artworks, tracings and patched paper drawings.
- 6.7 The Procurement & Commissioning Unit has been promoting contracting with Supported Businesses with Services across the Council resulting in contracts for the provision of PPE, Signage and Document Scanning. The ability to contract easily and quickly is facilitated by the National Scottish Procurement Framework.

6.8 The table below notes the value of contracts awarded by Falkirk Council through the National Supported Factories Framework Agreement.

Supported Factories Framework Agreement	Supplier	Address	Spend 01/01/2017 to 31/03/2018
Lot 2 Document Management	Haven Products Ltd	Block 68 Central Park Boulevard Larbert, FK5 4RU	c£35k
Lot 3 Textiles / Personal Protective Equipment	Haven PTS	Block 68 Central Park Boulevard Larbert, FK5 4RU	c£12k
Lot 4 Signage	Haven Sign Factory	Block 68 Central Park Boulevard Larbert, FK5 4RU	c£94k

6.9 Falkirk Council have also utilised provision within procurement legislation to tender for a Reserved Contract and awarded Haven Recycle a contract to Dispose of Waste Electrical and Electronic Equipment (WEEE). The contract for WEEE disposal is conducted at no cost to the Council.

6.10 Recognising there were two Supported Businesses in the Falkirk area providing Document Scanning services, Capture All Ltd was awarded a contract through the Quick Quote process and in 2017-18 spend was c£19k. Capture All Ltd is now a named supplier within the Scottish Procurement national Framework.

6.11 Falkirk Council is committed to maximising contracting opportunities for supported businesses and the Procurement & Commissioning Unit will continue to support Council Services contract with these organisations.

## 7 Falkirk Council as an Education Authority

7.1 School education is provided for more than 21,000 pupils in 50 primary, 8 secondary and 4 special schools. There are 22 units attached to mainstream schools educating children with Additional Support Needs. The service provides over 4,200 places for children in their pre-school years, in 7 ELC Centres, 3 ELC Campuses, 1 ELC Class and 44 nursery classes in primary schools, and co-operates with local private sector providers. There is a comprehensive, high quality education service across the council area in accordance with our 'Learning to Achieve' policy which is our local vision for delivering Curriculum for Excellence.

7.2 The Focus of the activity for Education in promoting equality has been our high level outcomes:

- Children and young people within the relevant protected characteristic groups or who experience other forms of discrimination and disadvantage are able to achieve their full potential
- Children and young people within the relevant protected characteristic groups in Falkirk Schools feel safe supported and able to be themselves

What we have done since the last report	The difference this has made
<p><b>Policy and process</b></p> <p>The Education Service have published a new policy in 2018 "Promoting Positive Relationships in Falkirk's Educational Establishments" and rolled out RespectMe training for staff with online resources for pupils and staff. Further training is being rolled out in 2019. This is in keeping with the Nurture Strategy and tackles Anti-bullying, promotes restorative approaches and relationship based practice.</p>	<p>This has given confidence to staff on tackling discrimination and promoting positive relationships. This in turn will lead to children and young people feeling safer in our schools.</p>
<p><b>School Awareness of Equality Duties</b></p> <p>The Head Teachers meeting forum has regularly provided briefings, updates and opportunities for discussion on equalities including a guest speaker from Education Scotland (Mary Beryl). This is, in turn, cascaded to staff teams.</p>	<p>This has increased the knowledge and confidence within the leadership of schools to promote equalities and ensure children and young people within the relevant protected characteristic groups or who experience other forms of discrimination and disadvantage achieve their potential and feel safe in our schools</p>
<p><b>Prejudice based incidents</b></p> <p>The reporting system has been streamlined. The new Bullying &amp; Equalities module on SEEMiS is due to be operational for our schools from the 3rd June 2019. It will provide a consistent method of recording across all of our schools and will provide data detailing the extent of bullying (including prejudice-based bullying as the module will enable recording of all bullying based on the protected characteristics as set out in the Equality Act 2010). This will be in accordance with national guidance.</p> <p>2016/17 - 19 incidents, (0.49 per week)  2017/18 - 23 incidents (0.59 per week)  2018/19 - 8 incidents (0.32 per week)</p>	<p>The Council has seen a rise in incidents due to better recording within the current system. The actions implemented in 2017/18 are showing an impact in the number of incidents reducing in 2018/19. We are anticipating a rise in incidents as a result of having this new system in place</p>
<p><b>Staff Training</b></p> <p>The Educational Psychology Service has delivered training on Autism, Understanding Behaviour, Conflict Resolution and Escalation to school practitioners to increase the inclusion and diversity of the school population. There has been development of online learning and staff have participated in these courses.</p>	<p>This has meant school practitioners are better able to support children and young people who face disadvantage.</p>

What we have done since the last report	The difference this has made
<p><b>Students views</b></p> <p>We undertook a large scale survey with children on their views on health and wellbeing. This was then reported within the "Realigning Children's Services Report". While most children reported they were happy, consider themselves healthy and like the areas they love in, some children reported inequalities in health and wellbeing outcomes and some told us that services were not necessarily reaching the right children.</p>	<p>This informed the ways in which we designed service delivery, such as a recent development by the Educational Psychology Service on an anxiety and wellbeing pathway. This will be piloted in 2019. Schools worked in their clusters to develop improvements which informed their cluster improvement plans. They used the model for improvement to measure the changes. Grangemouth cluster and community partners have implemented a pilot to improve pride in their community and safety.</p>
<p><b>Attainment Gaps</b></p> <p>The schools in Falkirk have shown an increase in attainment overall. There is a general trend for attainment gaps to close as it affects children and young people with protected characteristics (Gender, Socio-economic deprivation, Ethnicity, Disability and Looked after children), although not in all areas. This is described in more detail below.</p>	<p>Children and young people are increasingly achieving their potential across most of the protected characteristics. There continues to be effort required in supporting this general trend of improvement.</p>
<p>Since the last report on equalities there have been a significant development though the <b>Pupil Equity Fund</b> which was launched in 2017.</p>	<p>Schools are implementing a diverse range of interventions to improve attainment and promote equity. This is reported to Scottish Government on an annual basis and in individual school standards and quality reports.</p>
<p><b>School achievement in equalities</b></p> <p>LGBT Charter Mark Denny High School have achieved the LGBT Charter Mark in 2018. Denny High School have presented the work they undertook to all of the Head Teachers in Falkirk. Rights Respecting School Awards 4 Schools have achieved the Silver Award: Dunipace Primary School, Graeme High School, Laurieston Primary School and Maddiston Primary School. 2 schools have achieved the Gold award: Braes High School and St Margaret's Primary School. A number of our schools are working towards these awards and charter marks and progress is monitored.</p>	<p>This illustrates the commitment schools have to ensuring that children and young people within the relevant protected characteristic groups or who experience other forms of discrimination and disadvantage achieve their full potential and feel safe in our schools.</p>
<p><b>External Scrutiny</b></p> <p>In 2017-2018, ten education establishments were scrutinised by Education Scotland and were rated as satisfactory or above for the quality indicator, "ensuring wellbeing, equality and inclusion", with 20% rated as very good and 40% rated as good.</p>	

What we have done since the last report	The difference this has made
<p><b>Mainstreaming through strategic planning</b></p> <p>The equality outcomes have been incorporated into the Integrated Children's Services Plan. This includes the Action Plan on Equalities with targets until 2020 and how targets have been assigned.</p>	<p>This has meant that the efforts to improve our approach to equalities has been integrated into our improvement partnership with the other agencies that support children in Falkirk.</p>

### Performance measures - attainment

- 7.3 Gender: Girls continue to outperform boys in most attainment measures. Falkirk's gap is less than the gap seen nationally. Girls leaving Falkirk schools with 5 SCQF level 5 awards was 8% higher than boys in 2018. The gap at national level was 11%. With the introduction of Curriculum for Excellence the focus for measuring attainment has shifted away from traditional measures in order to include wider achievement and positive leavers destinations. In 2018 the difference in positive leaver destinations between boys and girls was 1% compared with 2% nationally. The percentage of young people leaving school with a Level 4 Literacy qualification was 2% higher for girls than boys, and for Level 4 Numeracy the percentage was the same for girls and boys. For Level 5 Literacy awards girls outperformed boys by 6% in Falkirk (10% nationally) and for Level 5 Numeracy awards the gender difference was only 1% (5% nationally).
- 7.4 Socio-economic: While school leavers living in areas of deprivation perform less well than those from the least deprived areas, this gap is closing. In 2017 the gap in attainment between Falkirk school leavers living in the most and least deprived areas was 35% for level 5 Literacy and 45% for Level 5 Numeracy. In 2018 this reduced to 15% for Level 5 Literacy and 22% for level 5 Numeracy. The difference in positive leaver destinations between Falkirk young people living in the most and least deprived areas was 15% in 2017 and reduced to 6% in 2018.
- 7.5 Ethnic Minority pupils: The last 3 years data for school leavers showed that ethnic minority pupils consistently out-performed white pupils.
- 7.6 There continues to be effort to promote engagement with school with gypsy traveller

pupils as they move into secondary school. At present this continues to be a small number (less than 20 pupils).

- 7.7 Looked After Children: the number of children are less than 20 in S4 either Looked After Away from Home or Looked After at Home, which means it is not appropriate to cite authority level data in comparing 2017 with 2018. This S4 attainment continues to be monitored at school and local authority level.
- 7.8 Attainment within the broad general education phase for looked after children is based on a cohort of 91 pupils in 2017/18 and 92 different pupils in 2016/17.
- Reading - In 2017/18, 59% of LAC pupils were at the expected CfE level compared with 58% in 2016/17
  - Writing - In 2017/18, 48% of LAC pupils were at the expected CfE level compared with 50% in 2016/17
  - Listening & Talking - In 2017/18, 64% of LAC pupils were at the expected CfE level compared with 66% in 2016/17
  - Numeracy - In 2017/18, 54% of LAC pupils were at the expected CfE level compared with 47% in 2016/17
- 7.9 Additional Support Needs (ASN) pupils: While school leavers with ASN perform less well than those without ASN, this gap is closing. In 2017 the gap in attainment between Falkirk school leavers with and without ASN was 34% for level 5 Literacy and 39% for Level 5 Numeracy. In 2018 this reduced to 28% for Level 5 Literacy and 33% for Level 5 Numeracy. The difference in positive leaver destinations between Falkirk young people with and without ASN was 11% in 2017 and reduced to 7% in 2018.

7.10 Areas for improvement which are consistent with the 2017-2020 action plan on equalities are:

- Gender and, particularly, boys attainment.
- Ethnic minorities and, particularly, gypsy travellers engagement with secondary school education.
- Socio-economic status, continuous improvement is required.
- Looked After Children, school based intervention will be continued.
- Additional Support Needs - continuous improvement in positive destinations.

7.11 The action for the Education authority and its partners is described within the ICSP, particularly the sections "Inclusion - Live, Learn and Thrive in Falkirk", and the Equality Action Plan 2017.

## 8 Falkirk Council as an employer

- 8.1 Falkirk Council is the largest local employer in the Falkirk area and we believe that the recruitment and employment of local authority employees, at all levels, is an important activity through which mainstreaming can be achieved. By having a higher quality and more diverse workforce, which represents the diversity of our citizens, the Council can provide better quality services to our citizens.
- 8.2 We gather information on the makeup of the workforce and analyse this. The breakdown of protected characteristics helps us to meet our equality duties and provide the best support to our employees.

### Employment Data

- 8.3 The data is collated from a number of different sources, including our Payroll and Human Resource system (Resourcelink) and the Council's Recruitment Portal (Talentlink). We continue to ask our employees to tell us about their protected characteristics but there are gaps in our data. In 2017 our HR system was updated which meant that some employees could input their own equality information. This has seen a significant increase in the number of returns and we continue to encourage employees to update this.
- 8.4 The information provided in this report is based on the information that we have and any gaps are excluded. The data summarised below is based on the period 1st January 2018 to 31st December 2018, and covers the following areas:
- workforce profile;
  - applications for employment, promotion and training;
  - employees involved in discipline and grievance issues;
  - leavers from the Council.
- 8.5 Education is part of Falkirk Council, therefore, this information includes employees within Education, although additional data is provided within the Workforce Equality Profile section which shows figures relating to teaching employees separately.

## Employment Monitoring - Summary

<b>Race</b>	The majority (98.9%) of Falkirk Council's workforce is White. Only 77 employees (1.1% of the workforce) are from minority ethnic communities. Although this number is still low, the Council has seen an increase in recording of data (from 45 in December 2016).
<b>Religion and Belief</b>	28% of the workforce is Church of Scotland, 11% are Roman Catholic, and 6% belong to other religions. 28% state that they have no religion. The largest non-Christian group is Muslim, but all the major religions are represented throughout the workforce.
<b>Disability</b>	1.7% of the overall workforce state that they are disabled. However many employees will not 'self-declare' their disability and some will become disabled during their working life but do not disclose this or update the system. 33% of disabled employees work part-time compared with 28% of non-disabled employees. This has increased from 29% in 2016.
<b>Age</b>	The majority (56%) of our workforce is older than 44 years of age. Only 23% of the workforce is under 35 years of age. The percentage of the workforce aged between 16 and 24 has decreased from 5.1% to 4.9%. 2.4% of the workforce is aged between 65 and 74 which is a slight increase from 2.1% in December 2016. This information does not include Modern Apprentices.
<b>Gender</b>	Women represent approximately 73% of the Council's workforce, but tend to be clustered in lower grades, predominately Grades A-D and Grade F. However, in Grades G-J and Teachers there are more women than men. 53% of female employees work part-time compared to 14% of male employees. The percentage of part-time female employees has increased slightly from December 2016 figures (previously 48%) and the percentage of males has increased (previously 12%). Women currently make up 56% of the top 2% and 62% of the top 5% of all employees. For Teaching posts only, women make up 69% of the top 2% and 64% of the top 5%.
<b>LGBT</b>	39.7% of employees reported as Heterosexual with 0.85% made up of Bisexual (0.12%), Gay (0.54%) or Other (0.26%). This was previously 14.7% and 0.26% respectively. Based on returns only (1052), the percentages are heterosexual - 97.9%; bi-sexual/gay/lesbian - 2.1%. There has been a significant increase in the recording of LGBT data. The non-disclosure rate has reduced from 85% in December 2016 to only 59%. This is a very positive sign in terms of the work undertaken to encourage employees to complete the equality monitoring information.

8.6 The Council works closely with Trade Unions when implementing policies and conditions to ensure equality matters are addressed. All policies are impact assessed prior to approval and this information is made available to Trade Unions.

### Job Segregation

8.7 The majority of the workforce, in common with the rest of the public sector, is female: females make up 73% of the organisation. Of the total females in employment, 46% are represented in the lowest 5 grades (Grades A-E), demonstrating that females are less well represented in the more senior positions in the Council. However, in Grades G-J and Teachers there are more women than men. Appendix 1

provides a summary of posts. We have defined this as male and female at this time though need to consider non binary.

8.8 Within the Teaching profile there is a significantly higher number of females in post (83%). Female employment is highest in the role of Teacher with 1214 out of a total female profile of 5756 (21%). Other significant roles with female dominance include Cleaning, Catering, Clerical Assistants and Homecare.

8.9 Male employment is focussed in the traditional male dominant Craft and Manual Worker categories. The occupational segregation is strong but these roles reflect the broader occupational segregation experienced across the Local Government sector.

## Pay Gap - Gender, Disability and Ethnicity

8.10 Within Falkirk Council, regular equal pay audits have been conducted since the implementation of Single Status in 2006 which include analysis of the Council's gender pay gap. In recent years, ethnicity and disability pay gap information has also been included. The information presented from the equal pay audits were based on the average hourly rate for male and female employees.

8.11 The Council also calculates and publishes the gender pay gap as part of our Audit Scotland KPIs and the recent figures from our Audit Scotland submissions are noted as below:

8.12 All the figures below are based on total hourly rate divided by the total number of employees. Calculation =  $(A-B)/A \times 100$

### Gender Pay Gap

Year	Mean Hourly Rate of Pay		Difference in mean hourly rate
	Female (B)	Male (A)	
2016	£13.96	£14.94	6.6%
2017	£14.10	£14.80	4.7%
2018	£14.68	£15.30	4.1%

### Disability Pay Gap

Year	Mean Hourly Rate of Pay		Difference in mean hourly rate
	Disabled(B)	Non-Disabled (A)	
2017	£12.57	£13.97	10%
2018	£14.03	£15.00	6.5%

### Ethnicity Pay Gap

Year	Mean Hourly Rate of Pay		Difference in mean hourly rate
	Disabled(B)	Non-Disabled (A)	
2017	£15.55	£13.39	-16%
2018	£15.99	£14.18	-12.8%

## Equal Pay Statement

8.13 Falkirk Council is committed to equal opportunities across all protected characteristics. We are committed to the principle of equal pay for all employees and aim to eliminate any sex bias or any form of discrimination in all pay structures and systems.

8.14 We believe pay is one of the key factors affecting motivation and relationships at work and therefore consider it important to develop pay arrangements that reward employees fairly and are free of unlawful bias. We are committed to ensuring that men and women should receive equal pay for the same or broadly similar work, for work rated as equivalent and for work of equal value.

8.15 We will work with Trade Unions to develop fair and non discriminatory pay and progression systems which are understood and accepted by employees and by the managers who operate the system.

8.16 All aspects of the pay package will be reviewed and monitored regularly to ensure it delivers equal pay. Any pay inequalities identified which cannot be justified will be eliminated.

8.17 In accordance with the Employment Act 2002, employees have the right to request information in relation to equal pay from their employer. As such, we will respond to Equal Pay Questionnaires quickly and transparently, whilst maintaining the privacy of others.

8.18 To meet this aim, SJC and Craft jobs will be evaluated using the appropriate Job Evaluation Scheme. Those employees working with the scheme at local level will be trained in job evaluation and discrimination. For Teachers, the Council will comply with nationally agreed job sizing toolkit and pay and conditions of service.

8.19 The Councils equal pay objectives are to:

- Regularly monitor and review existing pay and conditions
- Conduct regular equal pay audits to monitor pay and job segregation
- Eliminate any pay inequalities identified which cannot be justified.

## Job Evaluation Scheme & Pay Structure

- 8.20 The Council implemented the 3rd Edition of the Scottish Joint Council Job Evaluation Scheme in August 2016.
- 8.21 Following the approval of the 3rd Edition, all job evaluation processes and documentation within Falkirk Council have been reviewed in line with the updated guidance to ensure best practice and compliance to the new Scheme.
- 8.22 The introduction of the 3rd Edition was implemented in 2 stages. Stage one involved the assessment of current processes and training on the new scheme to facilitate the introduction of all future grading using the new 3rd Edition. This was completed and concluded in August 2016.
- 8.23 Stage 2 of the process, which is continuing in 2019, is a specific piece of work to ensure job evaluation results and grading remains fit for purpose. It is recognised that a number of years may have passed since evaluations were undertaken and some jobs may have changed during that period. A sample of jobs was therefore identified for re-evaluation in order to ensure robust grading continues to remain in place. This range of jobs was agreed with Trade Unions, ensuring a mix of male and female dominated posts throughout the grading structure. Managers and employees are required to participate in the evaluation process to facilitate the re-assessment of jobs under the 3rd Edition. Human Resources and Trade Unions have an agreed process in place for this work. Work has also commenced on reviewing the pay structure to ensure it remains fit for purpose.

## Workforce Equality Profile

- 8.24 The latest data as at December 2018 is summarised in appendix two of this report. Where we have been able to do so, we have taken the opportunity to compare this information with the information captured as at December 2016.

## Good Practice Examples

- 8.25 The Council aims to provide the best support to employees and a number of reasonable adjustments which have been put in place are highlighted below:

### General Actions:

- Phased returns are often implemented after long term absences to help

facilitate a return to work.

- CBT is provided in specific cases to aid recovery and facilitate a return to work.
- Physio is provided to aid recovery and facilitate a return to work or avoid an absence.

### Specific Cases:

- Individual with chronic fatigue/ME requested specific hours and days to support a return to work. Whilst the service found this difficult to manage due to the nature of the work, consideration was given to recruiting a backfill for the other hours on a casual basis to help support a return.
- Individual with sensory impairment supported to return to work by an arrangement that allowed him/her to work from home.
- Employee who was unable to use stairs, carry files/books etc., - redeployed into a clerical post, so they had access to a disabled toilet, lift and essentially doing a sedentary role.
- Employee with chronic back condition no longer fit for moving and handling post - redeployed into sedentary role.
- Case involving complications arising from diabetes so shift work was not compatible with condition. Redeployed to alternate post that didn't require shift work.
- Employee with stoma bag agreed arrangements where they could return to home/time off to facilitate a return to work.
- Employee with physical injury and long term psychological trauma, redeployed to an environment that allowed their physical and emotional scars to heal in a safe environment.

## **9 Summary of Equality Outcomes 2017/22**

### **Council or community outcomes 2017/22**

- **Access to our services will be improved by understanding and reducing barriers**
- **Our communities are supported to understand and celebrate the diversity of those who live work and visit the area**
- **Our approach to engagement and participation will give a voice to our diverse communities**
- **Our communities will report harassment, hate crime and gender based violence**
- **People within the relevant protected characteristic groups or who experience other forms of discrimination or disadvantage are able to be themselves and can achieve their full potential**

### **Education Outcomes 2017/22**

- **Children and young people within the relevant protected characteristic groups or who experience other forms of discrimination and disadvantage are able to achieve their full potential**
- **Children and young people within the relevant protected characteristic groups in Falkirk Schools feel safe supported and able to be themselves**

### **Employment Outcomes**

- **Improved quality employee data across all equality protected characteristics**
- **Increased representation of minority ethnic groups, disabled people, young people aged 16 - 24 and LGBT people across Falkirk Council workforce**
- **Reduced job segregation and pay gaps**

## APPENDIX I

Roles which are female dominant (greater than 70% occupation with greater than 10 employees) are noted below:

JOB TITLE	FEMALE	F %	MALE	M%	TOTAL
SUPPORT FOR LEARNING ASSISTANT (CORE)	85	100.00		0.00	85
SENIOR EARLY YEARS OFFICER	67	100.00		0.00	67
CHARGEHAND CLEANER	45	100.00		0.00	45
BREAKFAST CLUB SUPERVISOR	36	100.00		0.00	36
EARLY LEARNING AND CHILDCARE ASSISTANT	25	100.00		0.00	25
VISITING TEACHER	22	100.00		0.00	22
ASSISTANT COOK	19	100.00		0.00	19
SENIOR CARER	16	100.00		0.00	16
FAMILY SUPPORT WORKER	14	100.00		0.00	14
COOK 2	13	100.00		0.00	13
MOBILE WARDEN 2 (DAYS)	13	100.00		0.00	13
RECEPTIONIST	11	100.00		0.00	11
SECRETARY	11	100.00		0.00	11
CENTRE CO-ORDINATOR	10	100.00		0.00	10
CATERING ASSISTANT	242	99.59	1	0.41	243
EARLY YEARS OFFICER	340	97.98	7	2.02	347
CLERICAL ASSISTANT	180	97.83	4	2.17	184
SUPPORT FOR LEARNING ASSISTANT (ADV)	481	97.76	11	2.24	492
CUSTOMER & BUSINESS SUPPORT OFFICER	25	96.15	1	3.85	26
PERSONAL CARER	164	95.91	7	4.09	171
SENIOR COOK	45	95.74	2	4.26	47
TRADITIONAL HOME HELP	84	95.45	4	4.55	88
DOMESTIC ASSISTANT	21	95.45	1	4.55	22
CLEANER	387	95.09	20	4.91	407
REHAB CARER	19	95.00	1	5.00	20
HOUSING WITH CARE WORKER	29	93.55	2	6.45	31
PUPIL TRANSPORT ASSISTANT	100	93.46	7	6.54	107
REVENUE ASSISTANT	28	93.33	2	6.67	30
CUSTOMER & BUSINESS SUPPORT ADMIN	14	93.33	1	6.67	15
SOCIAL CARE WORKER (NIGHTS)	25	92.59	2	7.41	27
SOCIAL CARE WORKER	84	92.31	7	7.69	91
SENIOR CLERICAL ASSISTANT	11	91.67	1	8.33	12
WAKEFUL NIGHT DOMESTIC	10	90.91	1	9.09	11
NEIGHBOURHOOD OFFICER	34	89.47	4	10.53	38
COMMUNITY CARE WORKER	55	88.71	7	11.29	62
SOCIAL CARE OFFICER	38	88.37	5	11.63	43
CUSTOMER & BUSINESS SUPPORT ASSISTANT	164	87.70	23	12.30	187
CUSTOMER & BUSINESS SUPPORT SECTION LEAD	21	87.50	3	12.50	24
SOCIAL WORKER	88	87.13	13	12.87	101

JOB TITLE	FEMALE	F %	MALE	M%	TOTAL
SENIOR SOCIAL CARE WORKER	10	83.33	2	16.67	12
TEACHER	1182	83.30	237	16.70	1419
PROBATIONER TEACHER	86	82.69	18	17.31	104
COMMUNITY EDUCATION WORKER	19	82.61	4	17.39	23
SENIOR WORKER	27	81.82	6	18.18	33
ACCOUNTANT	9	81.82	2	18.18	11
SENIOR NEIGHBOURHOOD OFFICER	9	81.82	2	18.18	11
MULTI SKILLED ADVISER	8	80.00	2	20.00	10
SOCIAL WORK ASSISTANT	8	80.00	2	20.00	10
SERVICE MANAGER	10	76.92	3	23.08	13
DEPUTE HEADTEACHER	55	76.39	17	23.61	72
DAY CENTRE ASSISTANT	16	76.19	5	23.81	21
TEAM MANAGER	22	75.86	7	24.14	29
COMMUNITY LEARNING & DEV ASSISTANT	21	75.00	7	25.00	28
PRINCIPAL TEACHER	153	74.27	53	25.73	206
DAY CENTRE OFFICER	20	74.07	7	25.93	27
HEADTEACHER	35	71.43	14	28.57	49
SCHOOL CROSSING PATROL	34	70.83	14	29.17	48
EMPLOYMENT & TRAINING CO-ORDINATOR	12	70.59	5	29.41	17

Female employment is dominated by the role of Teacher with 1182 out of a total female profile of 4812. Other significant roles include Cleaning, Catering, Clerical Assistants and Home Help, all with greater than 90% female dominance.

In 2017, there were 51 posts which were predominately female (total overall employees was 4819). From this 508 were male (10.5%).

In 2018, the posts that were predominately female increased to 58 (total overall employees was 5356). From this 544 were male (10.1%).

## Appendix II Composition of the Workforce

### Age

#### Employees

- 9.1 56% of employees are aged 44 and over which is relatively comparable to the data between December 2016 and December 2018.
- 9.2 There has been a shift in the age ranges of the majority of employees. In December 2016 the highest percentage of employees were aged between 35 and 54. This has now shifted to ages 45 to 64. There has been a slight decrease in the 16-24 age range which continues to show that under-representation is still evident in this category. There is a slight increase in the 65+ age range but it remains fairly steady. This may be reflective of the increase in flexible retirement applications being received over the previous 2 years.

#### Teaching employees

- 9.3 The age profile as at December 2016 showed that the 25-34 and 35-44 age ranges had the highest percentage of employees.
- 9.4 The figures as at December 2018 reflect a similar breakdown with the highest population of employees still in the 25-34 and 35-44 age ranges.

### Gender

#### All employees

- 9.5 The comparison data for men and women have remained static. In December 2016 the breakdown was 73% of women and 27% men. This remained unchanged in December 2018 and reflects the gender split across the public sector in general.

#### Teaching employees

- 9.6 The 2016 data indicated that 80.6% of teachers are women and 19.4% men. In 2018 this remains fairly similar with 80.2% female and 19.8% male.

### Ethnicity

#### All Employees

- 9.7 As at December 2016 there were 45 employees out of a workforce of 7058 from BME backgrounds which equated to 0.64%. However based on returns only (4894), the

percentage from BME backgrounds was 0.9%.

- 9.8 In December 2018 there were 77 employees out of a workforce of 7275 from BME backgrounds which equates to 1.1%. There has been increase in the return rate since 2016 (now 5510). Based on returns only, the percentage from BME backgrounds is 1.4%.
- 9.9 The profile across the different BME categories as at December 2016 and based on returns received (4894), was: Asian 0.5%; Black 0.3%, Mixed heritage 0% and Other 0.01%. There was a small change in December 2018 returns received (5510): Asian - 0.6%, Black 0.2%, Mixed heritage 0.16% and Other 0.12%.

#### Teaching employees

- 9.10 As at December 2016 the data showed 0.27% of teaching workforce with a BME background which equated to 5 employees out of 1829. Based on returns only however (707) the percentage of teaching employees from BME categories was 0.7%.
- 9.11 As at December 2018 the data showed 0.48% of teaching workforce with a BME background which equated to 10 employees out of 2065. Based on returns only however (1044) the percentage of teaching employees from BME background is 1.1%.

### Disability

#### All employees

- 9.12 For December 2016, the figure for those that disclosed they had a disability was 1.4% (98 employees). This figure was based on the overall workforce of 7058 including non-returns. Based on those that have disclosed their disability status (4198) the figure was 2.3%.
- 9.13 In December 2018, 1.7% (126 employees) disclosed a disability, based on the overall workforce of 7275 and 2.8% based on returns only (4531). Again we have seen an increase in the number of returns and will continue to encourage employees to provide this information.
- 9.14 The percentage of unknown data/non-disclosure of disability status has reduced slightly from 40.5% to 38% for all employees and from 59% to 52% for teaching employees.

#### Teaching employees

- 9.15 0.4% of teaching employees in December 2016 disclosed a disability which equated to 8

out of 1829. Based on returns only (719) the figure was 1.1%. In December 2018, this increased to 0.9% which equates to 18 employees out of 2065. Based on returns only (915) this has increased to 2%.

## Religion

### All employees

- 9.16 In December 2016, the figures were: Church of Scotland - 30%, no religion/belief - 23%, Roman Catholic - 10.4%. The unknown data equated to 32% of the overall figure which is comparable to 2015 and therefore required further improvement. Again this information was based on the overall workforce of 7058. Based on returns only (4778), the percentages were Church of Scotland - 44%; no religion / belief - 34%; Roman Catholic - 15.3%.
- 9.17 In December 2018, the main religion/beliefs were still represented by Church of Scotland - 28%, No religion/belief - 27% and Roman Catholic -11%. Other religion/beliefs including Buddhist, Muslim, Hindu, Sikh and Other was 6%. These figures were based on the overall workforce of 7275. The unknown percentage has reduced to 28%. Based on returns only (5234) the figures are Church of Scotland - 38.5%, No religion/belief - 38%, Roman Catholic - 16% and Others 7.5%.

### Teaching employees

- 9.18 In December 2016 the figures were: Church of Scotland - 16.9%, no religion/belief - 10.8%, Roman Catholic - 7.7%. Based on returns only (731), the percentages are Church of Scotland - 42.4%; no religion / belief - 27.1%; Roman Catholic - 19.2%.
- 9.19 In December 2018 the figures based on the overall teaching workforce (2065) were: Church of Scotland - 17%, no religion/belief - 16%, Roman Catholic - 10% and Other religions - 5%. Based on returns only (990), the percentages are Church of Scotland - 35%, no religion/belief - 33%, Roman Catholic - 20% and Other religions - 12%.

## Sexual Orientation

### All employees

- 9.20 Due to the low numbers recorded, only percentages, rather than numbers are presented.
- 9.21 In December 2016, the percentage of

blank/unknown records had reduced to 85% (from 96%) which had shown a marked increase in the reporting of this category. Based on the overall workforce, the employees who had recorded their sexual orientation showed: heterosexual - 14.7%; Bisexual - 0.03%, Gay - 0.14% and other 0.09%. Based on returns only (1052), the percentages were heterosexual - 98.3%; bisexual/gay/other - 1.7%.

- 9.22 In December 2018, the percentage of unknown or unrecorded records has reduced significantly to 59% (from 85%). From an overall workforce of 7275, the figures are: heterosexual - 39.7%, Bisexual - 0.12%, Gay - 0.5% and other - 0.26%. Based on returns only (2950), the percentages are heterosexual - 97.9% and bi-sexual/gay/other - 2.1%.

### Teaching employees

- 9.23 This was a particular area for improvement and scrutiny with a <1% response rate in 2015. In December 2016, the figures improved slightly with a 5% response rate. The information provided from the teaching workforce indicated heterosexual - 4.7%, Gay - 0.22% and other - 0.05%. Based on returns only, the percentages are heterosexual - 94.5%; bi-sexual/gay/other - 5.5%.
- 9.24 In December 2018 there has been further significant improvement in the response rates with 27% of teaching employees disclosing their sexual orientation. The recent data based on the overall teaching workforce (2065) indicates heterosexual -27%, Bi-sexual - 0.05%, Gay - 0.1%, and other - 0.1%. From returns only the data indicates heterosexual - 97.5%, Bisexual -2%, Gay - 2% and Other - 0.3%.
- 9.25 Whilst there has been an improvement in the data figures collected, this is an area which still requires continued improvement and scrutiny.

### Transgender

- 9.26 Resourcelink was developed to allow recording of employee transgender status and work continues to be undertaken to gather employee information for ongoing statistics. As this was only being developed in 2016 there are no statistics for comparison. Only percentages are provided given the low numbers recorded.

## All employees

9.27 In December 2018, from returns received 0.2% identified as transgender, 98.6% were not transgender and 1.2% preferred not to answer. Although there is still a fairly low response rate it is a positive start and work will continue on encouraging employees to complete the data.

## Teaching employees

9.28 In December 2018, there were 222 returns from teaching staff. All responded No to the transgender question.

## Grievance and Discipline

9.29 This information is being presented for gender, disability and ethnicity only and covers 1st January to 31st December 2018.

9.30 Following GDPR legislation, the way the information is stored for discipline and grievance data has changed. Therefore from 2018, the data is based on any current employees at 31st December who were involved in discipline and grievances in the past year. Leavers are no longer included.

## Grievances

9.31 In 2016 there were 21 grievances raised, 15 of which were female (71%) and 6 were male (29%).

9.32 As at December 2018 there were 29 employees still in post who had raised a grievance during 2018, 8 of which were female (28%) and 21 were male (72%).

9.33 In 2016 the percentage based on the information disclosed was 4.7% from an ethnic minority background. This figure is based on the total number of grievances in 2016 (41)

9.34 In 2018, from the total number of employees still in post as at December 2018 the percentage of grievances from employees from an ethnic minority background was 6.9%.

9.35 In 2015 and 2016, from the information disclosed, no disabled employees were involved in grievance proceedings. In 2018, based on the total number of employees still in post at December 2018, the percentage of grievances from employees indicating they had a disability was 3.4%.

## Disciplinaries

9.36 Gender recording for 2016 showed there were 103 disciplinary proceedings, 55 of which were female (53%) and 48 of which were male (47%).

9.37 As at December 2018 there were 89 employees still in post who were involved in disciplinary proceedings during 2018, 35 of which were female (39%) and 54 were male (61%).

9.38 From the information disclosed in 2016, 0.93% of employees involved in disciplinary proceedings were from an ethnic minority background. Based on the percentage of employees still employed at December 2018, there were 2.24% from an ethnic minority background involved in disciplinary proceedings.

9.39 In 2016 0.93% of employees going through disciplinary disclosed a disability. As at December 2018, this was 1.1%.

## Leavers

9.40 In 2016, the data for gender, disability, ethnicity and religion of leavers was comparable with the composition of the workforce.

9.41 In 2018, the overall number of leavers was 747. The percentage in relation to gender was 70% female and 30% male. The overall workforce profile indicates a higher percentage of female staff so these figures are not unexpected.

9.42 In terms of ethnic minorities the highest percentage of leavers were White which is comparable to the overall workforce. From the number of leavers who had disclosed their ethnicity, 41 were from ethnic minority backgrounds, which equates to 8.4%. There were 1.6% of leavers who had indicated they had a disability.

9.43 In respect of age for 2016, there was a higher turnover in the 55-64 age range (31.6%) which could be equated to the number of retirement and voluntary severance applications throughout 2016. In 2018, the 25-34 age range had the highest percentage of leavers (27%) which was closely followed by the 55-64 age range (24%).

9.44 There was an improvement in the collection of data on sexual orientation during 2016. There was still a high percentage of unknowns at this

time – 86.6% which was comparable to the unknowns within the workforce in general. From the information disclosed the data showed: Heterosexual – 13% and Bisexual/Gay/Lesbian/ Other – 0.4%.

- 9.45 For 2018, unknown data has reduced to 67%. Data provided shows: Heterosexual – 32% Bisexual/Gay/Lesbian/Other - 1%.

## **Training**

- 9.46 In 2016, the data for age and gender in relation to training applications was comparable with the composition of the workforce. The same remains for 2018 with 73% female and 27% male.
- 9.47 The data for disability and ethnicity had improved with a nil return in 2015 compared with 2.1% - disability and 0.28% - ethnicity in 2016. In 2018, the percentages were Disability – 2% and Ethnicity – 2.4%

## **Recruitment - Applications and Appointments**

- 9.48 The data shows previous figures from January –December 2016 as well as data from January to December 2018 and is based on any equality monitoring information received.

## **Age**

### **Applications**

#### **All posts**

- 9.49 As at December 2016, the overall application picture indicated that the highest percentage of applications are in age range 25-34 (31%), closely followed by age range 16-24 (26%). This suggested younger people were seeking work.
- 9.50 As at December 2018, the figures again showed the highest percentage of applications from the 25-34 age range (31%). However, this was then followed by the 35-44 age range (24%). Applications from the 16-24 age range dropped to 17%.

#### **Teaching posts**

- 9.51 In 2016, the highest percentage of applications also came from the aged 25-34 range (44%), closely followed by the 35-44 age range (20%).
- 9.52 The figures for 2018 reflected similar levels of

applications from the 25-34 age range (43%) and an increase in the applications from the 35-44 age range (30%).

### **Appointments**

#### **All posts**

- 9.53 In 2016, the percentages were comparable with the application rate with the highest appointments coming from the 25-34 age range (32%) closely followed by the 16-24 age range (22%).
- 9.54 In 2018, the highest rate of appointments was once again in the 25-34 age range (29%) and followed by the 35-44 and 45-54 age categories (both 23%) which is comparable with the 2018 application figures.

#### **Teaching posts**

- 9.55 No data was captured in this area for teaching posts in 2016.
- 9.56 In 2018, the highest percentage of appointments came from the 24-35 age range (49%) followed by the 35-44 age range (27%) which is comparable with the figures for applications from these age ranges.

## **Gender**

### **Applications**

#### **All posts**

- 9.57 The male/female comparison in terms of application rate over 2015 and 2016 remained static. Figures as at December 2016 were 68% female and 32% male. In December 2018, the figures were 77% female and 23% male.

#### **Teaching posts**

- 9.58 In 2016, there was a more even split in terms of gender for Teaching posts with applications from 51% female and 49% male. In 2018, the figures were 67% female and 33% male which is comparable to the figure for applications for all posts.

### **Appointments**

#### **All posts**

- 9.59 The appointment percentages for 2016 were 72% women; 28% men which is comparable to the make up of current the workforce. In 2018, the figures were 77% female and 23% male.

## Teaching posts

9.60 No data was captured in this area for teaching posts in 2016. In 2018, the figures were 70% female and 30% male.

## Disability

### Applications

#### All posts

9.61 The percentage of applicants declaring a disability during 2016 was 5%. As at December 2018, this rose slightly to 6%.

### Teaching posts

9.62 In 2016, applications for Teaching posts declaring a disability was 4%. In December 2018, the figure had reduced to 2% of applicants.

### Appointments

#### All posts

9.63 The appointment rate for 2016 overall was 0.6%. In 2018, 3.4% of applicants who indicated they had a disability were appointed to the post.

### Teaching posts

9.64 No data was captured in this area for teaching posts in 2016. In 2018, 1% of applicants who declared they had a disability were appointed to the post.

## Ethnicity

### Applications

#### All posts

9.65 For 2016 the overall percentage of applicants from an ethnic minority background was 4.2%. The overall percentage of applicants from an ethnic minority background in 2018 increased to 6.4%.

### Teaching posts

9.66 In 2016, the percentage of applicants from an ethnic minority background was 16%. This figure was based on 45 returned Equality Monitoring forms. In December 2018, the percentage of applicants from an ethnic minority background was 8.8% which was based on 70 returns.

9.67 We will continue to encourage applicants to complete the Equalities Monitoring form during the application process.

## Appointments

### All posts

9.68 The appointment rate for 2016 overall was 1.3%. In 2018, the appointment rate increased to 4.42%, based on the number of applicants who disclosed their ethnicity.

### Teaching posts

9.69 No data was captured in this area for teaching posts in 2016. In 2018, based on the number of applicants who disclosed their ethnicity the figure was 3.8% of those appointed were from an ethnic minority background.

## Religion

### Applications

#### All posts

9.70 In 2016, based on the returns only the percentage breakdown was Church of Scotland - 19%; no religion 60%, and Roman Catholic - 9%. Other religions were represented as Sikh - 0%, Muslim - 2%, Buddhist - 1%, Hindu - 0% and other Christian/Religion (not specifically defined) 9%.

9.71 In 2018, the breakdown which was based on the overall number of applications was Church of Scotland - 17%, Roman Catholic - 11%, No religion - 54%, Other Christian - 8% and Other religions - 1.3% which were mainly represented as Sikh, Muslim, Buddhist and Hindu. There were 8.7% of applicants who preferred not to answer.

9.72 In 2018, based only on applicants who completed a return, the percentages are Church of Scotland - 18.5%, Roman Catholic - 11.7%, No religion - 59.4%, Other Christian - 9% and Other religions - 1.4%.

### Teaching post

9.73 In 2016 the breakdown was Church of Scotland - 15%, Roman Catholic - 22%, Muslim - 2% and other Christian - 17%. There were 44% of applicants who preferred not to answer.

9.74 In 2018, the breakdown which was based on the overall number of applications was Church of Scotland - 20%, Roman Catholic - 16%, No religion - 44%, Other Christian - 11% and Other religions - 3%.

**9.75 In 2018, based only on applicants who completed a return, the breakdown is Church of Scotland - 23%, Roman Catholic - 18%, Other Christian - 12% and Other religions - 3%.**

### **Appointments**

#### **All posts**

9.76 During 2016 figures indicated: Church of Scotland - 9.6%; no religion 24%; and Roman Catholic - 4.8%. Other religions represented included: Muslim - 0.5%; Buddhist - 0.15% and Other - 2.4%. Unknown/unreported percentage was 58.55%.

9.77 In 2018 figures indicated: Church of Scotland - 19%, no religion - 52%, Roman Catholic - 13% and Other religions - 9%. The unknown/unreported figure was 7%.

#### **Teaching Posts**

9.78 No data was captured in this area for teaching posts in 2016. In 2018 figures indicated: Church of Scotland - 20%, no religion - 48%, Roman Catholic - 17% and Other religions - 8%. The unknown/unreported figure was 7%.

## **Sexual Orientation**

### **Applications**

#### **All posts**

9.79 Based on responses received the percentage of applications by sexual orientation for 2016 was Hetrosexual - 97%, Gay - 2% and Bisexual - 1%. In 2018 the figures were Heterosexual - 96.6%, Gay- 1.8%, Bisexual - 1.4% and Other - 0.2%.

#### **Teaching posts**

9.80 In 2016 95% stated they were heterosexual and 5% were gay. In 2018, based only on applicants who completed a return the figures are Heterosexual - 96%, Bisexual - 0.4%, Gay - 3.6%.

### **Appointments**

#### **All posts**

9.81 Overall appointments during 2016 show: Heterosexual - 41%; Gay/Bisexual/Lesbian - 0.3% with the balance as non-respondents. This is based on the information disclosed to Falkirk Council. In 2018, the figures show: Heterosexual - 95%, Gay/Bisexual/Lesbian/Other - 2%. The non-

response rate has dropped significantly to only 3%.

### **Teaching posts**

9.82 No data was captured in this area for teaching posts in 2016. In 2018, the figures were: Heterosexual - 92%, Gay/Bisexual/Lesbian/Other - 1%. The non response rate is 7%.

## **Transgender**

9.83 There was no reported data in 2016 in relation to Transgender for recruitment.

### **Applications**

#### **All posts**

9.84 From responses received in 2018, 99.8% identified as transgender and 0.2% did not.

#### **Teaching Posts**

9.85 From responses received in 2018, 0.1% identified as transgender and 99.9% did not.

### **Appointments**

#### **All posts**

9.86 No data was captured for this question in 2016. From responses received in 2018, 99.3% did not identify as transgender. The non-response rate was 0.7%.

#### **Teaching posts**

9.87 No data was captured in this area for teaching posts in 2016. From responses received in 2018, 98% did not identify as transgender. The non-response rate was 2%.

## **Recruitment**

### **Promoted posts**

9.88 Information in relation to promoted posts is available through recruitment applications as noted below. Based on the equality monitoring returns received, there were only 37 records indicating applications for a promoted post.

9.89 Based on the figures as at December 2016, there were no new applications for promotion for teaching posts.

9.90 The numbers for 2018 rose significantly with 650 records indicating applications for a promoted post with 190 in relation to teaching posts.

## Gender

### All Posts

9.91 In 2016 there were 27 applications from female applicants (73%) and 10 applications from male applicants (27%). In 2018, there were 498 applications from female applicants (77%) and 152 from male applicants (23%). This is comparable to the current workforce profile.

### Teaching posts

9.92 There was no data recorded in 2016, however in 2018 there were 129 female applicants (68%) and 61 male applicants (32%).

## Age

### All posts

9.93 In 2016, the breakdown of applications by age were: 16-24 (41%), 25-34 (19%), 35-44 (16%), 45-54 (16%) and 55-64 (8%). This shows a higher number of applications from younger employees within the 16-24 age range which is still under-represented within the overall workforce.

9.94 In 2018 the breakdown of applications by age were: 16-24 (13%), 25-34 (28%), 35-44 (27%), 45-54 (23%), 55-64 (8%) and 65-74 (1%). The figure has reduced quite significantly within the 16-24 age range and increased in the 25-54 age ranges.

### Teaching posts

9.95 In 2018, the breakdown for the age categories is: 16-24 (1%), 25-34 (35%), 35-44 (39%), 45-54 (23%) and 55-64 (2%).

## Ethnicity

### All posts

9.96 In 2016, there were applications from 13.5% from ethnic minority backgrounds. This is higher than the percentage within the overall workforce, however the figure is based on a small number of returns only. In 2018 the figure reduced to 6.15%.

### Teaching posts

9.97 In 2018, 1% of applications for promoted posts came from ethnic minority backgrounds.

## Disability

### All posts

9.98 In 2016, there were no applications from applicants declaring a disability. In 2018, 1% of employees applying for a promoted post declared they had a disability.

### Teaching posts

9.99 In 2018, 0.5% of employees applying for a promoted post declared they had a disability.

## Religion

### All posts

9.100 In 2016, the breakdown in terms of religion was: Church of Scotland (16%), no religion (43%), Roman Catholic (19%) and other religions (22%).

9.101 In 2018, the breakdown is: Church of Scotland (21%), no religion (50%), Roman Catholic (16%) and other religions (13%).

### Teaching posts

9.102 In 2018, the breakdown in terms of religion is: Church of Scotland (29%), no religion (42%), Roman Catholic (32%) and other religions (12%).

## Sexual Orientation

### All posts

9.103 In 2016 there were 94% of applicants noting their sexual orientation as heterosexual, 3% indicated gay and 3% preferred not to answer.

9.104 In 2018, the breakdown in relation to sexual orientation was: heterosexual – 96.25%, gay – 1.4%, bisexual – 0.63%, other – 0.15 and 1.57% indicated they would prefer not to answer.

### Teaching posts

9.105 In 2018, 95.2% of applicants indicated they were heterosexual and 1.6% indicating they were gay. There were 3.2% who indicated they would prefer not to answer

## Falkirk Council Community Equalities Action Plan

Outcome	Action	Progress
Access to our services will be improved by understanding and reducing barriers	We will design and implement a process so that services can monitor, report and identify who uses their service and who does not	System designed but not routinely used by services. A new process for service redesign has also been implemented and will be rolled out in the future. This is predicated on knowing customers.
	This information will be used to inform service improvement and development	Information used by services but not routinely. Part of the redesign process will be to use this information to drive change.
	We will have regular conversations with our protected characteristic communities so that we can understand the barriers they face in accessing our services.	<p>Conversations are ongoing with a number of communities in particular the Gypsy Traveller community. We are working with Article 12 and Mecopp to improve our approaches to engagement with the Gypsy Traveller community.</p> <p>Falkirk Champs is a place for care experienced young people to come together and collectively shape the future of local care services. Our aim is to: Engage care experienced young people in meaningful discussions, fun activities and constructive projects.</p> <p>Enable care experienced young people to feel knowledgeable, respected and confident in sharing their opinions.</p> <p>Empower care experienced young people to be influential and valued members of their communities.</p> <p>The Champions Board has developed a campaign to raise awareness of issues facing Care Experienced young people. The project, in addition to the Board Group, expressed their feelings and views through artwork that will now be displayed in Forth Valley Royal Hospital, calendars that have been shared across the service, and presented to the First Minister. The aim of the Champs and this project is to increase awareness of young people's experiences and raise awareness of the barriers they face. It is well known that care experienced young people are at a disadvantage in terms of attainment and employability. By linking our Corporate parenting, employability and mentoring strands of work our aim is to ensure the barriers to positive destinations are lifted for our young people and they have the same life chances as anyone else.</p>

## Falkirk Council Community Equalities Action Plan

Outcome	Action	Progress
Our communities are supported to understand and celebrate the diversity of those who live work and visit the area	We will establish a communications strategy in partnership with our protected characteristic groups to give clear messages that we want the Falkirk Council area to be a safe place that welcomes and celebrates diversity	This is currently being developed.
	We will review and revise our mechanisms for reporting hate and prejudiced based incidents and report these to Police Scotland so that they can determine if a crime has taken place.	There has been a national review of Hate Crime legislation. We are waiting for this to be completed so that we can take account of any changes in the legislation so that we can advise our services appropriately.
	Our services will take a restorative approach within communities when hate or prejudiced related incidents are reported to them	Restorative approaches are taken within Housing Services when incidents occur. There is recommendation in Scottish government consultation on Hate Crime that relates to the rollout of restorative approaches, we would hope to develop clearer actions when the legislation around this becomes clear.
	We will review our gender based violence partnership in line with Scottish Government recommendations	Our gender based violence partnership and services for women have been reviewed. Services for people experiencing domestic abuse have also been reviewed. Report due March 2019.
	To explore the role of the bystander in supporting people who are experiencing prejudiced based incidents and crime and gender based violence.	This is still being discussed with partner organisations regarding how best to implement this and who to involve.
	We will undertake to hold 2/3 events each year to increase understanding between our communities	<p>Moving Minds Exhibition planned for international Women's Day in partnership with Falkirk Community Trust and Mecopp to raise awareness re Gypsy Traveller discrimination.</p> <p>Falkirk has a long partnership with Tajikistan Children's Services. Starting with learning around foster care provision, the visits are now sharing our learning about GIRFEC, particularly for children with disabilities. We have ongoing links with the Tajik workers to support them in the development of their services. This work has also allowed us to reflect on our own systems and practice. We continue to prioritise supports for our children with disabilities through ongoing support services and summer programmes.</p>

## Falkirk Council Community Equalities Action Plan

Outcome	Action	Progress
Our approach to engagement and participation will give a voice to our diverse communities	We will have regular conversations with our protected characteristic communities so that we can understand the barriers they face in accessing our services	Regular conversations are taking place with community groups and organisations about how best to improve access to services. Work has specifically taken place to start to engage with the Gypsy Traveller community, to improve access to education, training and employment. Access to women's health services has also been improved as a result of this engagement and improved links to education and training for some young people.
	We will use information gathered in these conversations to identify solutions and ambassadors within our communities to remove barriers and increase understanding with and between communities	See above – although we have not developed ambassadors as such we are developing and building links with community groups who can support the Council in developing appropriate solutions to the inequalities some of our communities face, in particular the Gypsy/Traveller community.  Our summer programme and befriending programmes allow our young people to participate in activities they wouldn't otherwise be able to. Support is given for our young people to socialise with their friends and access play and learning opportunities with support.  Social work, education and Falkirk Young Carers have worked together to develop awareness raising sessions and training for staff in relation to the new Carers Act duties and plans. This work was led by Young Carers, supported by staff to ensure them have a voice in relation them having a carer's statement.
	We will work our protected characteristic and other communities to ensure our approach to locality planning is fair	We have engaged with specific groups of people with protected characteristics in developing our locality plans. This includes meeting with people from minority ethnic communities, people from the LGBTQ community and also with people who have a disability.

## Falkirk Council Community Equalities Action Plan

Outcome	Action	Progress
<p>People within the relevant protected characteristic groups or who experience other forms of discrimination or disadvantage are able to be themselves and can achieve their full potential</p>	<p>We will have regular conversations with our protected characteristic communities so that we can understand the barriers they face in accessing our services</p>	<p>This process has started, in particular with the Gypsy Traveller community. However the discrimination and disadvantage experienced by this particular community will take a long time to address.</p>
	<p>Increase awareness about the need to provide interpreters when engaging with people who do not have English as first language</p>	<p>We have increased awareness of the need to provide interpreters and ensure that all services are using the correct provider.</p>
	<p>Services understand and remove and reduce the barriers that people with protected characteristics can experience</p>	<p>On line training is provided to staff, with staff having to undertake equalities training once a year. Targeted foster care is being rolled out to support children and young people who have protected characteristics. Targeted care ensures that the particular needs of families can be met to ensure they can reach their full potential.</p>
	<p>To work with our partners and protected characteristic groups to develop appropriate responses to these complex issue</p>	<p>Work in progressing in relation to the Gypsy/Traveller community. Connections are being made with public sector agencies and the community itself to ensure we can begin to work with community to develop appropriate responses.</p> <p>The service has secured agreement across the council that all Care Experienced Young People will be given a guaranteed interview where they meet the relevant criteria in the job specification.</p> <p>We have also ensured that Care Experienced young people have been added to our protected characteristic groups and that any service changes affecting this group will be subject to Equality and Poverty Impact Assessment. Our new Closer to Home Strategy is underpinned by our aim that all children, families and young people should be able to be themselves and achieve their potential.</p>

## Falkirk Council Employer Action Plan

Outcome 1	Action	Measures / Evidence	Update
Improved quality of employee data across all equality protected characteristics	<p><b>Data Gathering</b></p> <p>Identify gaps in employee equality data and continue to increase monitoring information that we hold.</p>	<p>Increased protected characteristic information available/ reduced gaps in information</p> <p>Annual PI reports Evidence of communication to employees</p>	<p>We have improved our systems for collecting data which means that a lot of our employees can input their own equality data. We can also now record transgender on Resourcelink. We have targeted specific areas with gaps in data (catering &amp; cleaning, refuse collection) and also wrote out to all employees and asked them to update equality information which has seen a good reduction in our gaps (as detailed in mainstreaming report). We will continue to encourage our employees to provide this information (particularly new starts through the induction process), however we must accept that not everyone will want to disclose this. We will review this outcome going forward to identify key areas of priority based on data gathered. We will carry out further analysis of employee data for all protected characteristics and identify what support/guidance can be put in place for particular groups. Evidence of this will be examples of good practice and implementation of support to employees, e.g. ageing workforce.</p>
<b>Outcome 2</b>			
Increased representation of minority ethnic groups, disabled people, young people aged 16 – 24 and LGBT people across Falkirk Council workforce	<p><b>Recruitment Monitoring</b></p> <p>Analysis of reports for the application stage of the recruitment process to compare applicants against equality characteristics of Falkirk Council area.</p>	<p>Stats are reflective of Falkirk Council area stats Increased applications from identified areas</p>	<p>We are in the process of a full recruitment review which will include posting a How to Apply document, making the process easier for applicants and encourage applications from these groups. We are currently reviewing information provided on MyJobScotland recruitment website to publicise information relating to Disability Confident, Living Wage, health &amp; wellbeing policies, flexible working practices and physical activity strategy. We are moving most employee information from the intranet to the internet to make this more accessible for current employees and available for applicants. We have recently implemented a Graduate and Intern programmes to encourage recent graduates to apply. Going forward we will expand analysis of reports to review different stages of the recruitment process and analysis of applications.</p>