



## ***Education Policy Development and Scrutiny Panel***

West Lothian Civic Centre  
Howden South Road  
LIVINGSTON  
EH54 6FF

28 April 2021

A meeting of the **Education Policy Development and Scrutiny Panel** of West Lothian Council will be held within the **Webex Virtual Meeting Room** on **Tuesday 4 May 2021** at **2:00pm**.

For Chief Executive

### **BUSINESS**

1. Apologies for Absence
2. Declarations of Interest - Members should declare any financial and non-financial interests they have in the items of business for consideration at the meeting, identifying the relevant agenda item and the nature of their interest
3. Order of Business, including notice of urgent business and declarations of interest in any urgent business
4. Confirm Draft Minutes of Meeting of Education Policy Development and Scrutiny Panel held on Tuesday 02 March 2021 (herewith)
5. Initial School Leavers Destinations (SLDR) - report by Interim Head of Education (Secondary) (herewith)
6. Equality Mainstreaming and Equality Outcomes - report by Head of Corporate Services (herewith)
7. Relocation of Beatlie School, Livingston - report by Head of Education (Learning, Policy and Resources) (herewith)
8. School Session Dates - 2022/23 - report by Head of Education (Learning, Policy and Resources) (herewith)

DATA LABEL: Public

9. Education Services Management Plan 2021/22 - report by Heads of Education (herewith)
10. Workplan (herewith)

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NOTE **For further information please contact Karen McMahon on tel. no. 01506 281621 or email [karen.mcmahon@westlothian.gov.uk](mailto:karen.mcmahon@westlothian.gov.uk)**

## CODE OF CONDUCT AND DECLARATIONS OF INTEREST

This form is to help members. It is not a substitute for declaring interests at the meeting.

Members should look at every item and consider if they have an interest. If members have an interest they must consider if they have to declare it. If members declare an interest they must consider if they have to withdraw.

NAME	MEETING	DATE

AGENDA ITEM NO.	FINANCIAL (F) OR NON- FINANCIAL INTEREST (NF)	DETAIL ON THE REASON FOR YOUR DECLARATION (e.g. I am Chairperson of the Association)	REMAIN OR WITHDRAW

The objective test is whether a member of the public, with knowledge of the relevant facts, would reasonably regard the interest as so significant that it is likely to prejudice your discussion or decision making in your role as a councillor.

Other key terminology appears on the reverse.

If you require assistance, please ask as early as possible. Contact Julie Whitelaw, Monitoring Officer, 01506 281626, [julie.whitelaw@westlothian.gov.uk](mailto:julie.whitelaw@westlothian.gov.uk), James Millar, Governance Manager, 01506 281695, [james.millar@westlothian.gov.uk](mailto:james.millar@westlothian.gov.uk), Carol Johnston, Chief Solicitor, 01506 281626, [carol.johnston@westlothian.gov.uk](mailto:carol.johnston@westlothian.gov.uk), Committee Services Team, 01506 281604, 01506 281621 [committee.services@westlothian.gov.uk](mailto:committee.services@westlothian.gov.uk)

## **SUMMARY OF KEY TERMINOLOGY FROM REVISED CODE**

### **The objective test**

“...whether a member of the public, with knowledge of the relevant facts, would reasonably regard the interest as so significant that it is likely to prejudice your discussion or decision making in your role as a councillor”

### **The General Exclusions**

- As a council tax payer or rate payer or in relation to the council's public services which are offered to the public generally, as a recipient or non-recipient of those services
- In relation to setting the council tax.
- In relation to matters affecting councillors' remuneration, allowances, expenses, support services and pension.
- As a council house tenant, unless the matter is solely or mainly about your own tenancy, or you are in arrears of rent.

### **Particular Dispensations**

- As a member of an outside body, either appointed by the council or later approved by the council
- Specific dispensation granted by Standards Commission
- Applies to positions on certain other public bodies (IJB, SEStran, City Region Deal)
- Allows participation, usually requires declaration but not always
- Does not apply to quasi-judicial or regulatory business

### **The Specific Exclusions**

- As a member of an outside body, either appointed by the council or later approved by the council
- The position must be registered by you
- Not all outside bodies are covered and you should take advice if you are in any doubt.
- Allows participation, always requires declaration
- Does not apply to quasi-judicial or regulatory business

### **Categories of “other persons” for financial and non-financial interests of other people**

- Spouse, a civil partner or a cohabitee
- Close relative, close friend or close associate
- Employer or a partner in a firm
- A body (or subsidiary or parent of a body) in which you are a remunerated member or director
- Someone from whom you have received a registrable gift or registrable hospitality
- Someone from whom you have received registrable election expenses

MINUTE of MEETING of the EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL held within WEBEX VIRTUAL MEETING ROOM, on 2 MARCH 2021.

Present – Councillors David Dodds (Chair), Lawrence Fitzpatrick, Stuart Borrowman, Peter Heggie, Tom Kerr, John McGinty and Andrew Miller; Appointed Members Elsie Aitken, Lynne McEwen, Myra MacPherson and Margaret Russell

Apologies – Appointed Member Heather Hughes; Jackie Galbraith (West Lothian College); Pippa Plevin (Joint Forum of Community Councils)

In attendance – Sarah-Jane Linton (West Lothian College – substituting for Jackie Galbraith) and Leona Mullarky (Joint Forum of Community Councils – substituting for Pippa Plevin)

1        DECLARATIONS OF INTEREST

There were no declarations of interest made.

2        MINUTES

The Panel confirmed the minutes of its meeting held on 2 February 2021 as a correct record.

Following the confirmation of minutes, the Chair asked the Depute Chief Executive to provide an update regarding the upcoming First Minister's briefing, which was expected to include education matters. The panel noted that the council would ensure appropriate preparations for school return were in place following the briefing and parents would be contacted with updated information as soon as possible.

3        NEW INCLUSION AND SUPPORT SERVICE

The panel considered a report (copies of which had been circulated) by the Head of Social Policy and the Head of Education (Learning, Policy and Resources) providing an update on a new Inclusion and Support Service, which brings together teams from within Education Services and Social Policy to enable a holistic approach to early intervention and support for young people and their families.

It was recommended that the panel:

1. Note that the new management structure was now operational; and
2. Note that the new service was due to become operational from 19 April 2021.

Decision

To note the terms of the report.

4 INTRODUCTION OF S3 AND SUBSEQUENT ROLL OUT UP TO S6 OF  
SECONDARY STAGE EDUCATION WITHIN OGILVIE SCHOOL  
CAMPUS

The panel considered a report (copies of which had been circulated) by the Head of Education (Learning, Policy and Resources) informing members of a proposal to commence public consultation on the introduction of S3 and subsequent roll out up to S6 stages of education at Ogilvie School Campus and presenting the draft Consultation Document prepared by council officers.

It was recommended that the panel review the proposal which was intended for submission to Education Executive for consideration.

Decision

1. To note the terms of the report.
2. To agree to submit the proposal to a future meeting of the Education Executive for consideration.

5 WORKPLAN

A workplan had been circulated for information.

Decision

To note the workplan.

DATA LABEL: PUBLIC



## **EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

### **INITIAL SCHOOL LEAVERS DESTINATION REPORT (SLDR)**

#### **REPORT BY INTERIM HEAD OF EDUCATION (SECONDARY)**

#### **A. PURPOSE OF REPORT**

To inform the panel about the outcome contained in the Scottish Government publication of Initial Destinations of School Leavers 2019/20.

#### **B. RECOMMENDATION**

It is recommended that the panel note the progress made as a result of the strategies to support young people into a positive post school destination.

#### **C. SUMMARY OF IMPLICATIONS**

<b>I</b>	<b>Council Values</b>	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
<b>II</b>	<b>Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	None
<b>III</b>	<b>Implications for Scheme of Delegations to Officers</b>	None
<b>IV</b>	<b>Impact on performance and performance Indicators</b>	Percentage of school leavers entering a positive destination.
<b>V</b>	<b>Relevance to Single Outcome Agreement</b>	Outcome 2 – we are better educated and have access to increased and better-quality learning and employment opportunities.
<b>VI</b>	<b>Resources - (Financial, Staffing and Property)</b>	The Council's More Choices More Chances (MCMC), Working with Young People and Education core budgets along with funding from the European Social Fund and Scottish Government.
<b>VII</b>	<b>Consideration at PDSP</b>	Annually
<b>VIII</b>	<b>Other consultations</b>	None

## **D. TERMS OF REPORT**

This report presents data on the initial destinations of leavers from West Lothian Council schools. In February 2019, the Scottish Government replaced the initial destinations of Senior Phase leavers (S4-S6) publication with the initial destinations of all school leavers (S3-S6) publication. The leaver cohort used for that publication not only includes those reported on within the Scottish Government's interactive education data programme 'Insight' but also those leavers from out with the Senior Phase.

School leaver destinations data is based on the Skills Development Scotland (SDS) 'Opportunities for All' shared dataset matched with pupil census records for the school year 2019/20. A school leaver is defined as a young person of school leaving age, who left school during or at the end of the school year. For 2019/20 school leavers, the leaver year is 18th September 2019 to 15th September 2020. Those that are engaged in higher education, further education, training, voluntary work, employment or skills development are classified as having a 'positive destination'. Other initial destinations include school leavers who are unemployed not seeking employment or training, unemployed seeking employment or training and those where their initial destination is not known.

The initial destinations data provides information on the outcomes for young people as recorded on Monday 5<sup>th</sup> October 2020, approximately 3 months after leaving school. Insight will be updated with the follow-up destinations in late June 2021

### **D.1 KEY STATISTICS**

- 1855 school leavers from West Lothian secondary schools were counted in the 2019/20 dataset. There was a reduction of 69 leavers compared to last year.
- 92.9% of school leavers went into a positive destination as recorded in October 2020. This was 1.9% less than in 2018/19 and places West Lothian 15<sup>th</sup> in Scotland.
- Although 3 schools recorded an improvement in positive destination outcomes the reduction in one school had a significant impact on the overall West Lothian figure.
- Due to the COVID-19 pandemic the positive destinations across Scotland were impacted resulting in a decrease in the number of young people entering a positive destination. West Lothian saw a reduction of 1.9% and nationally there was a similar picture with 1.1% fewer young people entering a positive destination.
- West Lothian has achieved 92.9% positive destinations. This was 0.3% less than our Virtual Comparator and the Forth Valley and West Lothian Collaborative and 0.5% below the Scottish Average.



- 79.1% of young people who were Looked After at the point of leaving school moved into a positive destination which was 2.3% below the National Average and an increase of 5.9% on last year.
- 98.0% of black and minority ethnic young people moved into a positive destination. This was an increase of 5.5% from last year and 2.7% above the Scottish average.
- 88.4% of young people identified as having significant learning needs moved into a positive destination which was 1.2% below the National Average of 89.6%.
- 89.29% of young people from SIMD Quintile 1 described in the report as the most deprived 20% have gone into a positive destination. This is a 3.1% increase since 2015/16 and is above our Virtual Comparator figure of 88.0%.
- The gap between the most and least deprived 20% has continued to close and is reported at 5.47% which is a considerable improvement from 2015/16 when it sat at 10.71%.
- Due to effective implementation of the strategic plan and very close partnership working between CLD Youth Services MCMC Team, School staff, Economic Development staff and Skills Development Scotland. There were no unknown destinations.
- 18.49% of young people are in employment which is above the Scottish average of 16.19%, and above our Virtual Comparator of 16.68%.
- There was a 1.0% increase in the number of young people participating in training and a 3.07% increase in the number entering Higher Education.
- There was a reduction in the number of young people entering Employment in comparison to 2018/19, but this was 2.3% above the National Average and 1.8% about our Virtual Comparator.
- The number of young people progressing into training also declined when compared to last year but was again above the National Average by 0.9%.

## **D.2 KEY STRATEGIES AND INTERVENTIONS**

- Key Worker allocation has been targeted to provide increased support to secondary schools depending on need identified using their Risk Matrix.
- School and Skills Development Scotland staff also use this data to track, monitor and support pupils well in advance of their statutory leaving date.

- The partnerships with West Lothian and Oatridge Colleges provide a wide range of high-quality options for school pupils and helps to create a successful transition from school to Higher and Further Education.
- The allocation of support funding to enable each school to appoint a Developing the Young Workforce Coordinator with responsibility for improving links between the school and locally based employers continues to help influence the curriculum and link it to the world of work.
- The restrictions due to COVID 19 moderately reduced the range of short life Schools Vocational Programmes available to students who are approaching their official leaving date. These programmes are designed to develop their personal and employability skills and to help them with the transition from school.
- Bespoke Schools Vocational Programmes for young people who are Looked After to help support their transition into a positive destination have continued to run.
- The Raising Attainment and Corporate Strategies along with Developing the Young Workforce continue to prove successful in preparing pupils from West Lothian's secondary schools to enter into a positive destination after leaving school.
- The team continue to have a targeted approach and work with individual schools with respect to priority groups (LAC, ASN etc.) where there is a significant gap in performance. Regular support and guidance visits will be timetabled throughout the academic year.
- Schools and partners on the Developing the Young Workforce Steering Board are continuing to work with a range of organisations and stakeholders to develop and extend the provision of vocational experiences for young people as part of the Senior Phase. In addition, a strategic plan to develop an "Agile Learner Pathway" linking in with Labour Market needs is being developed for session 2021/22

## **E. CONCLUSION**

Both nationally and locally the restrictions imposed at the key points in the year as a result of the pandemic have had an impact on young people. The strategies and interventions which have been put in place are effective in targeting key groups of young people in West Lothian, in raising their aspirations for the future and in supporting them to attain positive destinations. Going forward we have introduced a more targeted support systems to track and identify any issues at an earlier stage in the process so that additional support and guidance can be put in place where needed.

## **F. BACKGROUND REFERENCES**

None

Appendices/Attachments:

Appendix 1 – 2019/20 School Leavers Initial Destinations by School

Appendix 2 – 2019/20 School Leavers Initial Destinations by Local Authority

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Telephone: 01506283311

***Catrina Hatch, Interim Head of Education (Secondary)***

Date of meeting: 4 May 2021

Appendix 1 - School Leaver Destinations Report 2019/20

Establishment	Year	% positive	% Employed	% Further Education	% Higher Education	% Not known	% Personal Skills Development	% Training	% Unemployed Not Seeking	% Unemployed Seeking	% Voluntary Work	Number in Cohort
Armadale Academy	2019/20	93.55	26.45	28.39	30.32	0	0	7.74	0.65	5.81	0.65	155
Bathgate Academy	2019/20	91.43	18.57	25.71	41.43	0	0	4.29	1.43	7.14	1.43	140
Broxburn Academy	2019/20	85.07	29.85	29.1	23.88	0	0.75	1.49	10.45	4.48	0	134
Deans Community High School	2019/20	91.98	17.65	32.62	37.43	0	0	4.28	3.21	4.81	0	187
Inveralmond Community High School	2019/20	92.57	26.24	26.73	27.23	0	1.98	8.91	3.96	3.47	1.49	202
Linlithgow Academy	2019/20	91.6	9.66	13.03	63.87	0	0	3.78	2.52	5.88	1.26	238
St Kentigern's Academy	2019/20	92.55	14.36	29.26	45.21	0	0.53	3.19	1.6	5.85	0	188
St Margaret's Academy	2019/20	95.48	22.61	20.1	48.74	0	0	3.52	3.02	1.51	0.5	199
The James Young High School	2019/20	96.84	9.47	24.21	58.42	0	1.05	3.16	0.53	2.63	0.53	190
West Calder High School	2019/20	95.74	21.28	25.53	46.81	0	0	2.13	1.06	3.19	0	94
Whitburn Academy	2019/20	94.53	13.28	36.72	37.5	0	0	7.03	0.78	4.69	0	128
West Lothian	2019/20	92.88	18.49	25.71	43.07	0	0.43	4.58	2.64	4.47	0.59	1855
Virtual Comparator	2019/20	93.21	16.68	28	43.67	0.8	0.74	3.64	1.74	4.25	0.47	18550
Forth Valley & West Lothian Collaborative	2019/20	93.15	19.01	24.75	42.94	0.48	0.99	4.5	1.68	4.69	0.97	4756
The National Establishment	2019/20	93.36	16.18	28.06	44.2	0.67	0.79	3.68	1.83	4.14	0.45	47435

## Appendix 2 - School Leavers Initial Destinations by Local Authority

Rank	LA Name	Positive Destination %
1	South Ayrshire	98.4
2	East Dunbartonshire	97.5
3	Clackmannanshire	96.5
4	East Renfrewshire	96.2
5	South Lanarkshire	94.8
5	East Ayrshire	94.8
6	Aberdeenshire	94.7
7	Scottish Borders	94.6
8	Midlothian	94.5
9	Perth & Kinross	94.2
10	Renfrewshire	94.0
11	Angus	93.7
12	Stirling	93.2
13	Moray	93.1
14	Inverclyde	93.0
15	West Lothian	92.9
16	Glasgow City	92.8
17	Dumfries & Galloway	92.7
18	East Lothian	92.5
18	Highland	92.5
18	Edinburgh, City of	92.5
19	North Ayrshire	92.4
19	Falkirk	92.4
20	Argyll & Bute	92.3
20	Dundee City	92.3
21	North Lanarkshire	92.2
22	Fife	91.9
22	Orkney Islands	91.9
23	Shetland Islands	91.4
24	Aberdeen City	90.3
25	West Dunbartonshire	89.7
	Na h-Eileanan Siar	*
	<b>Scotland</b>	<b>93.3</b>

\* Statistically too small to comment





## **EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

### **EQUALITY MAINSTREAMING AND EQUALITY OUTCOMES**

#### **REPORT BY HEAD OF CORPORATE SERVICES**

##### **A. PURPOSE OF REPORT**

To present an update on progress on delivering the Council's Equality Outcomes and Mainstreaming Progress Report 2019-2021 and to present the draft Equality Outcomes and Mainstreaming Framework 202 -2025

##### **B. RECOMMENDATION**

It is requested that the Panel:

1. Note the terms of the Council's Equality Outcomes and Mainstreaming Progress Report 2019-2021,
2. Note the terms of the Education Equality and Diversity Mainstreaming Report and Outcome Plan 2019-2021, and
3. Consider and provide comment on the draft Equality Outcomes and Mainstreaming Framework 2021–2025 which is to be reported to Council Executive for approval.

##### **C. SUMMARY OF IMPLICATIONS**

<b>I Council Values</b>	Focusing on our customers' needs; Being honest, open and accountable; Providing equality of opportunities; Developing employees; Making best use of our resources; Working in partnership.
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	<p>The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 requires public bodies to develop and publish an Equality Mainstreaming Report and Equality Outcomes and to report on progress every two years.</p> <p>In addition the council is required to publish a revised Equal Pay Statement every two years.</p>
<b>III Implications for Scheme of Delegations to Officers</b>	None
<b>IV Impact on performance and performance Indicators</b>	The Outcomes have been built into the council's performance management information system.

<b>V Relevance to Single Outcome Agreement</b>	Indicators have been mainstreamed and aligned with existing activity towards the council's Corporate Plan, People Strategy and the West Lothian Local Outcomes Improvement Plan where appropriate.
<b>VI Resources - (Financial, Staffing and Property)</b>	N/A
<b>VII Consideration at PDSP/Council Executive</b>	Partnership and Resources PDSP 23 April 2021.
<b>VIII Other consultations</b>	All services, through representation on the Corporate Working Group for Equality (CWGE), have been consulted. Consultation has also taken place with equality forums, other appropriate community groups and the council's recognised Trade Unions.

## **D. TERMS OF REPORT**

### **D.1 BACKGROUND**

The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 requires public bodies to develop and publish an equality outcomes and mainstreaming report every four years and to report on progress against that report every two years.

The general equality duty is intended to accelerate progress towards equality for all, by placing a responsibility on bodies subject to the duty to consider how they can work to tackle systemic discrimination and disadvantage affecting people with particular protected characteristics.

The duty in particular reflects this by requiring relevant bodies to have due regard to the need to minimise or remove disadvantages, to take steps to meet the different needs of people with different protected characteristics and by encouraging participation in activities by those whose participation is disproportionately low.

Since our Equality Outcomes were adopted in 2017, the Scottish Government has enacted the socio-economic duty of the Equality Act 2010, known as the Fairer Scotland Duty. The Fairer Scotland Duty places a legal responsibility on particular public bodies in Scotland to actively consider how they can reduce inequalities of outcome caused by socio-economic disadvantage when making strategic decisions. To support public bodies in implementing the Duty, the Scottish Government produced [interim guidance](#) in March 2018. West Lothian Council has been part of a group developing the new guidance which is currently being consulted on and which is scheduled to be published in the summer of 2021.

Corporate Working Group on Equality service representatives continue to coordinate service level activity and distribute service wide communications related to equality and diversity policy, initiatives and events. They can assist to resolve equality issues as they arise within individual services and feed into the corporate equality function where necessary



## **D.2 EQUALITY MAINSTREAMING UPDATE REPORT 2019-2021**

The council has made good progress in mainstreaming equality since the publication of our Equality Mainstreaming Progress Report in 2019. A summary of activities undertaken by the Council is set out in the Equality Outcomes and Mainstreaming Progress Report 2019 – 2021, attached as Appendix 1, under the key headings of Consultation and Engagement, the Council as an Employer, Learning and Development and Partnership Working.

Included in the 2019 – 2021 Progress Report is a revised Policy Statement on Equal Pay which provides an update on the council's gender pay gap. The gender pay gap has widened to 1.3% from 0.5% as reported in 2019. While the widening of the gender pay gap is not optimal, it can be attributed in part to the significant recruitment required to support the increased Nursery provision provided by the council. This has resulted in the recruitment of predominantly women to posts attracting salaries below the average council salary. There may also have been an impact as a result of the recruitment of care and cleaning staff in response to the COVID-19 pandemic. These posts are also predominantly filled by women and earnings are below that of the council average.

The Education Equality and Diversity Mainstreaming Report and Outcome Plan 2019-2021 provides an update on progress made towards the Education outcomes and Education employment monitoring data.

## **D.3 EQUALITY OUTCOMES 2021 – 2025**

The council's draft Equality Outcomes and Mainstreaming Framework 2021-2025 reflects a commitment to fulfilling both statutory duties as well as proactively meeting the needs of the diverse community that the council serves.

The draft framework includes a suite of Equality Outcomes which are intended to reflect that the council has a more mature approach the mainstreaming of equalities into the delivery of council services but also to address the most significant inequalities emerging from local evidence and involvement activities that could have the greatest positive impact. The Outcomes reflect the strategic overview of the most significant equality issues for the council as a whole and build upon the progress made since 2013 to mainstream the activity that was previously the focus of the equality Outcomes contained in earlier equality mainstreaming reports.

The draft West Lothian Council Equality Outcomes and Mainstreaming Framework 2021-2025 has been developed to reflect the Equality and Human Rights Commission's recommendation to be clear about the outcomes we wish to achieve, why they have been selected and how we will measure and report on progress towards them.

Officers have worked closely with other public bodies in the Lothians to think about what is most important for us to do to reduce inequalities. Evidence that is published at a global, UK, Scottish, and local Lothian level has been reviewed, in particular the publication [Is Scotland Fairer?](#) and the work of the local [Anti-Poverty Task Force](#). Seven themes were consulted on internally with services across the council and then with communities, the third sector and other public bodies. A summary of the findings can be found [here](#).

Diversity data on the West Lothian context has not been included in the 2021-2025 Framework as available statistics are limited to 2011 - 2019. Instead it is proposed to update this information in the interim progress report in 2023 when the data from the Census 2022 will be available.

In light of the common responsibilities across the Council, Education Authority and Licensing Board with regard to the general equality duty and specific duties, the Equality Outcomes are presented together in one framework.

It should be noted that the Licensing Board had previously agreed two equality outcomes for the period 2019 - 2023. An interim progress report has been produced for the period 2019 – 2021, but to standardise reporting schedules going forward and ensure compliance with the Equality and Human Rights Commission reporting schedule, the Licensing equality outcomes have been included within the 2021 – 2025 Equality Outcomes and Mainstreaming Framework.

The proposed Corporate, Education Authority and Licensing Board equality outcomes are detailed in the appendix to the draft Equality Outcomes and Mainstreaming Framework 2021 – 2025 which is attached as Appendix 2.

#### **D.4 COVID-19**

While, in the context of a global pandemic, the Council has made good progress in mainstreaming equality since the publication of our update report in 2019 it should be noted that the breadth of activity and ability to report on progress has been significantly impacted as a result of staff being diverted to support the COVID-19 response and support communities to navigate this unprecedented time.

Similarly, it is worth noting that the council's 2021-2025 Outcomes have been produced under the lens of COVID-19. The COVID-19 pandemic has exposed pre-existing inequalities, presented new challenges and provided the council with a rare opportunity to make significant changes in a dynamic way to continue to deliver services and support our employees throughout an unprecedented shared experience. Work to measure the impact of COVID-19 and to respond as required will continue throughout the forthcoming mainstreaming period.

#### **D.5 FACTORS INFLUENCING THE EQUALITY OUTCOMES**

Throughout the duration of the Equality Outcomes for 2021-2025 there are a number of emerging legislations that will require further consideration and subsequent actions.

The Public Sector Equality Duty has remained a legal duty and of critical importance throughout the pandemic. A review of the operation of the PSED was to have been completed in 2020 but due to the pandemic a decision was taken by the Scottish Government to delay the consultation and not introduce new Scottish Specific Duty regulations under PSED before the 2021-2025 cycle. The council adhered to the current regulations and planned for a new equality outcome cycle beginning in April 2021 and await the outcome of the review.

The National Taskforce for Human Rights Leadership was established in early 2019, to take forward the recommendations made in the [2018 Report of the First Minister's Advisory Group on Human Rights](#) to prioritise actions to progress human rights and equality in Scotland.

On 12 March 2021, the Taskforce published [the National Taskforce for Human Rights Leadership Report](#), setting out its recommendations and evidence base to the Scottish Government for establishing a statutory framework for human rights that will bring human rights treaties into domestic law to protect and advance the realisation of human rights for everyone in Scotland.

The next steps of this process to establish a new human rights framework are likely to include a pre-legislative consultation process, preparation of legislation and policy and explanatory memoranda, the parliamentary legislative process and a public participatory

process, development of statutory and non-statutory guidance, as well as capacity-building and development of training and good practice.

The [UN Convention on the Rights of the Child](#) is currently being incorporated by means of the UNCRC (Incorporation) (Scotland) Bill and it is important to ensure that new Equality Outcomes and actions reflect its intention. The UNCRC (Incorporation) (Scotland) Bill will make it unlawful for public authorities to act incompatibly with the incorporated UNCRC requirements, giving children, young people and their representatives the power to go to court to enforce their rights.

The UNCRC sets out the specific rights that all children have to help fulfil their potential, including rights relating to health and education, leisure and play, fair and equal treatment, protection from exploitation and the right to be heard.

## **E. CONCLUSION**

The council has demonstrated significant progress towards its equality mainstreaming commitments and Corporate Equality Outcomes 2019 - 2021.

The council has developed in partnership a new Equality and Diversity Framework that includes Corporate, Education and Licensing Equality Outcomes and mainstreaming actions for 2021 -2025) which are intended to address the most significant inequalities emerging from local evidence and involvement activities that could have the greatest positive impact.

## **F. BACKGROUND REFERENCES**

- The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012
- Equality Mainstreaming and Outcome Plan 2019-2021
- Integrated Impact Assessment – Outcomes and Mainstreaming 2021-2025 (link to be added)
- [Outcomes 21-25 consultation summary report](#)

Appendix 1: Equality Outcomes and Mainstreaming Progress Report 2019-2021

Appendix 2: Equality Outcomes and Mainstreaming and Framework 2021-2025

Appendix 3: Public Sector Equality Duty West Lothian Education Authority Mainstreaming Report 2019-2021

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# **Equality Outcomes and Mainstreaming Progress Report 2019-2021**

Corporate Services

April 2021

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## 1 Foreword

This document presents West Lothian Council's progress report on our equality mainstreaming commitments for the period of 2019 – 2021 and builds upon the progress reported in 2019. Our first mainstreaming report was published in April 2013 with subsequent updates published as required by the Public Sector Equality Duty in Scotland.

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

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

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

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

This report outlines the progress we have made in mainstreaming equality over the period of 2019 – 2021.

Councillor Lawrence Fitzpatrick  
**Leader of the Council**

Graham Hope  
**Chief Executive**

April 2021

## 2. West Lothian Context

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

West Lothian is the ninth largest local authority in Scotland serving a population of approximately 183,100, accounting for 3.4% of Scotland's population and one of the fastest growing and youngest in the country.

According to the National Records of Scotland in 2019, 19% of the West Lothian population is aged under 15, 64% is aged 16 to 64 and 17% is aged 65 or over.

The sex split in West Lothian is as follows;

Sex	Male	Female
Age 0 to 15	52%	48%
Age 16 to 64	49%	51%
Age 65+	45%	55%
Total*	49%	51%

\* The total represents all age bands that live within the West Lothian

Detailed diversity data for the West Lothian population was provided in the [Equality Mainstreaming Progress Report 2019](#). Further diversity data for the West Lothian population will be included in the Equality and Diversity Framework 2021-25 following publication of the Census 2022 results.

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

## 3. Legal Context

### 3.1 Public Sector Equality Duty

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

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

### 3.2 What are the Protected Characteristics?

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

treatment. The protected characteristics are:

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

### **3.3 The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012**

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

- Develop and publish a mainstreaming report
- Publish equality outcomes and report on progress (at least every two years)
- Assess and review policies and practices
- Gather and use employee information
- Publish gender pay gap information
- Publish statements on equal pay
- Consider award criteria and conditions in relation of public procurement
- Publish in a manner that is accessible

The Councils Equal Pay statement and our employment and gender pay gap information is provided in Appendix 1.

In 2019 the council provided details on the equality outcomes and mainstreaming actions for the period of 2017- 2019 ([Equality Mainstreaming Progress Report 2017-19](#)). The Councils Equality Outcome plan which details the equality outcomes and the progress made in the 2019-2021 is provided in Appendix 2.

## **4. Why mainstreaming equality is important**

Mainstreaming equality simply means integrating equality and diversity into the day-to-day workings of the council. This means taking equality into account in the way the authority exercises its functions. In other words, equality should be a



component of everything an authority does and become part of the structures, behaviours and culture of West Lothian Council

Mainstreaming equality has a number of benefits including:

- It helps ensure that council services are fit for purpose and meet the needs of our community.
- It helps attract and retain a productive workforce, rich in diverse skills and talents.
- It helps the council work toward social inclusion and supports the communities we serve to improve the lives of everyone who lives in West Lothian.
- It helps the Council to continually improve and better perform through growing knowledge and understanding of the benefits of an inclusive organisation.

- 4.1** The Council as an Education Authority must also meet the requirements of the Equality Act 2010 and the (Specific Duties) (Scotland) Regulations 2012. The Council also administers the Licensing Board and must meet the requirements of the Act and Regulations when undertaking its duties in this regard. Accordingly, at relevant points within this report reference will be made to all three bodies.

## **5. Council Equality Outcomes**

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

### **5.1 What is an Equality Outcome?**

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

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

### **5.2 Corporate Equality Outcomes**

The Council's Corporate Equality Outcomes have been developed through evidence gathering and engagement work. The Council's Corporate Equality Outcomes for the period 2019 - 2021 are:

1. Employability and skills opportunities are accessible to the communities of West Lothian
2. Improved awareness of gender based violence and protection against violence
3. Raise awareness of Hate Crime to improve knowledge and confidence to report hate incidents
4. People with disabilities experience greater independence in their lives
5. Improve engagement and involvement of our communities in the decisions made

- by the council that affect them
6. West Lothian Council is recognised internally and externally as an equal opportunities' employer
  7. Children and young people in West Lothian's schools feel safe, supported and able to be themselves
  8. Improved awareness of carers and the issues they face when accessing services
  9. Improve awareness of and access to information, assistance advice and support to alleviate poverty and increase disposable income

### **5.3 Corporate Plan 2018 – 2023**

In setting the Equality Outcomes, the council have been mindful of the issues of proportionality, scale, severity and concern. Furthermore to maintain a consistent approach, our equality outcomes were developed to address the priorities of the [Corporate Plan](#), these are as follows:-

- Improving attainment and positive destinations
- Delivering positive outcomes and early interventions for early years
- Minimising poverty, the cycle of deprivation and promoting equality
- Improving the quality of life for older people
- Improving the employment position in West Lothian
- Delivering positive outcomes on health
- Reducing crime and improving community safety
- Protecting the built and natural environment

## **6. Progress on Mainstreaming Equality**

- 6.1 The Council's Executive and Corporate Management Teams continue to be directly involved in decision making regarding equality and diversity. The Council's Corporate Working Group for Equality has taken forward responsibility for the monitoring and implementation of measures and actions to work towards the Equality Outcomes.
- 6.2 The Council has made good progress in mainstreaming equality since the publication of our update report in 2019. However, it should be noted that the breadth of activity and ability to report on progress has been significantly impacted by the Covid19 pandemic as a result of staff being diverted to support the COVID-19 response and support communities to navigate this unprecedented time.

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

The Council has made good progress in mainstreaming equality since the publication of our update report in 2019. A summary of activities undertaken by the Council is set out in this section under the key headings of Consultation and Engagement, the Council as an Employer, Learning and Development and Partnership Working.

## 6.3 Consultation and Engagement

### 6.3.1 Corporate Activity

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

In particular, the Council has worked with the following organisations:-

- Skills Development Scotland to continue to develop a Modern Apprenticeship Scheme that supports underrepresented groups and young people with barriers to employment.
- The West Lothian Access Committee, continued work with this community group ensures that new build and refurbishment projects are designed and built with access at the core of design.
- West Lothian Race Forum, and the council delivered an online event to promote and celebrate Black History Month.
- West Lothian Faith Group held an online event as part of Scottish Interfaith Week. This community engagement event brought people together to talk about what 'connectivity' means to them throughout the pandemic.
- LGBT Youth Scotland an organisation who specialise in providing help support and guidance to young people and organisations to ensure people are welcomed, respected and valued. Our work with LGBT Youth Scotland has resulted in many of our schools achieving Gold charter mark status.
- The council continues to work closely with Stonewall Scotland to ensure we are an employer of choice for LGBT people.

### 6.3.2 Service Activity

Engagement on service specific activity takes place across the council to bring about agreement on and solutions to local issues in a number of ways, examples of which are:-

- The West Lothian Parental Involvement Framework supports schools to work with partners to ensure engagement removes barriers for families. Schools have engaged with local charities and organisations to offer financial support including Food Banks, Clothing Banks, and local businesses.
- Family Support Workers or Lead Learners provide a link between schools and local organisations. In response to school closures, all schools considered access and provision to digital technology to support continuity of learning. Many schools provided equipment, resources and essentials to families in their local communities. Some schools ensured this was available within local shops to encourage uptake.
- Engagement activities for the **Strategic Commissioning Plan** involved both

targeted and open consultation processes with service users, carers, families, service providers from the third and independent sectors. This involved working with existing network groups, setting up face-to-face meetings and workshops with 3rd and Voluntary sector and their service users and carers to develop commissioning plans which include older people, people living with dementia, people living with a learning disability, people living with physical disabilities and people living with mental health problems.

- Service specific engagement events took place with regards to Transformational Change and employee feedback included in the wider consultation
- Implementation of the Pupil Voice Strategy enabling pupils to engage in and make decisions which affect them
- Development and implementation of a Corporate Parenting Plan to meet the needs of Children in Care

#### **6.4 The Council as an Employer**

**6.4.1** [The Council's People Strategy 2018–2023](#) recognises the positive difference our employees make to the everyday lives of West Lothian Citizens. Effectively recruiting, rewarding and retaining the right people will ensure that consistently high quality services continue to be delivered in the future. As the largest employer in West Lothian, we will continue to develop our reputation as an employer of choice and will strengthen a workplace culture that recognises employee contribution, values diversity and implements inclusive workforce practices.

The council also accepts its responsibility for ensuring the health, safety and welfare of employees whilst at work and we will work to support employees to develop resilience and achieve and maintain healthy working lives.

Outcome three of the People Strategy confirms the Council's commitment to providing equality of opportunity both as a service provider and an employer. In this regard the council has made changes to the annual employee survey with a specific focus on equality and diversity questions relating to protected characteristics and has consulted with our employees with regard to how inclusive our workplace is for LGBT employees

The council recognises the benefits of a diverse workforce and is committed to the goal of eliminating discrimination and promoting equality and diversity across the organisation. Underpinning the People Strategy is a commitment to promote and celebrate diversity throughout the council by consulting, engaging and acting on the views and concerns of employees and embedding these issues into service delivery, policy development and employment practice.

#### **6.4.2 Employee Health and Wellbeing Framework**

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

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

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

#### **6.4.3 Stonewall Diversity Champion**

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

The council continues to be accredited as a "Positive about Disabled People" employer and is accredited as a disability level 2 Employer in the Disability Confident Scheme which maintains our commitment to demonstrating that we take positive action to attract, recruit and retain disabled people. The council continues to support and promote our Disability Confident status on all recruitment packs and on the recruitment portal.

#### **6.4.4 Right to Request Flexible Working**

The processes around the right to request flexible working have been reviewed to allow the council to link applications for flexible working to employee equality data to enable more effective monitoring of the policy particularly for those with protected characteristics.

#### **6.4.5 Corporate Working Group for Equality and Equality Champions**

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

### **6.5 Learning and Development**

#### **6.5.1** The council is committed to continuous improvement in service delivery and recognises that the continuing ability, skills and commitment of our employees is at the heart of what we do. During 2017 – 2021 the council has invested in a variety of ways to train and raise awareness of issues relating to equality and diversity including:

- Completed the roll out of Corporate Equality and Diversity training to all council employees
- Introduction of an e-learning induction module for all new employees specifically relating to equality and diversity
- A programme of online training on Integrated Impact Assessments

- Review of both face to face and e-learning training to ensure gender neutral and inclusive language is used
- Review of the Recruitment and Selection training to raise awareness and embed equality and diversity into our processes to reflects best practice

## **6.6 Partnership Working**

### **6.6.1** The council continues to work with partners in all service areas. Over the period of this outcomes and mainstreaming plan we have:

- Continued to support the Citizens Panel; the Panel helps us identify people's views on various aspects relating to living in West Lothian. A review of the panel highlighted the need to recruit underrepresented groups which has led to targeted recruitment drive
- Work in partnership with a number of community led equality groups and Third Sector Interface to ensure they are involved in decisions that affect them
- Work in partnership with Carers of West Lothian (CoWL) to develop a disability forum and a learning disability forum that will provide information, advice and provide a space to discuss issues and identify actions.
- Multi agency work with Police Scotland, NHS Lothian, Crown Office and Procurator Fiscals Office (COPFS) and our own internal Social Policy and Education Services, to provide a protective framework for children and families affected by gender based violence
- Work in partnership to develop and then deliver mental health services from 2 local community hubs. The service provides early intervention person-centered support through a Community Link Worker and Wellbeing Practitioner Service to adults (aged 18 to 65 years) with moderate Mental Health problems to assist them in managing their symptoms and improving their wellbeing. Services are delivered through partnership working between Primary and Secondary Care Practitioners, and the Third Sector.
- Work in partnership with Advocacy organisations to deliver a service for people with mental health and / or addiction problems. This service helps with a range of issues such as detention, care and treatment, housing, family, financial and accessing legal assistance
- Work in partnership with West Lothian Pride to deliver a community event that supports, promotes and celebrates the lives of LGBT people in West Lothian
- To better support children and families impacted by the Covid lockdown, a multi-agency Wellbeing Recovery Screening Group has been formed. This group meets weekly to discuss referrals from schools, parents, GPs and Social Policy colleagues and allows professionals from all agencies to share information, assess needs and quickly allocate appropriate services.

Appendix 1



## **Policy Statement on Equal Pay**

## **WEST LoTHIAN COUNCIL**

### **POLICY STATEMENT ON EQUAL PAY**

#### **1. Statement of Intent**

- 1.1 The council's Policy on Equality - Employment and Service Provision sets out the organisation's commitment to eliminate discrimination, advance equality of opportunity and promote good relations between different groups.
- 1.2 A key consideration in meeting that commitment is the need to ensure that the council's pay, grading and benefit arrangements are transparent, based on objective criteria and free from unfair bias related to the protected characteristics covered by the Equality Act 2010. To achieve this objective the council will continuously monitor the application of its pay and grading systems with a view to identifying and eliminating any inequitable or unlawful pay practices.
- 1.3 The council will also monitor the application of other relevant employment policies and practices to ensure that they do not adversely impact on equality in respect of access to pay, benefits or career development.
- 1.4 By tackling the potential sources of pay discrimination and removing barriers to equality, the council believes it sends a positive message to both its workforce and customers alike.

#### **2. Implementation**

- 2.1 With appropriate resources, the policy will be implemented through the application of sound and legally robust pay and reward practices supported and complemented by the initiatives and measures set out in the council's Corporate Equality Outcomes and Equality Mainstreaming Report.
- 2.2 Any proposed changes to pay and other associated employment practices will be subject to consultation with the recognised trade unions and other relevant stakeholders.
- 2.3 Following the implementation of Single Status across the Authority in 2007, the council operates measures to continue to monitor issues related to equal pay within the organisation.

#### **3. Scope**

- 3.1 This policy statement covers the four discrete employee groups comprising the council's workforce. Pay and conditions of service for each of those groups derive from separate Schemes of Pay and Conditions of Service negotiated nationally and supplemented where appropriate by local collective agreements.

The national negotiating bodies are:

- Scottish Joint Council for Local Government Employees;
- Scottish Joint Council for Craft Operatives;
- Scottish Negotiating Committee for Teachers; and
- Joint Negotiating Committee for Chief Officials of Local Authorities (Scotland).



#### **4. Specific Actions**

4.1 In addition to addressing the priorities set out within the wider Corporate Equality Outcomes, the council is committed to implementing a number of other specific actions in relation to equal pay. Those actions are to:

- In consultation with relevant trade unions, conduct regular equal pay reviews within the council and thereby:
  - identify and understand the reasons for any differences in pay within and between employee groups;
  - eliminate pay gaps/ differences that cannot satisfactorily be explained on grounds other than those relating to a protected characteristic;
- Provide appropriate training and guidance on equal pay for those involved in determining pay and grading matters in terms of job evaluation, new appointments, progression, grievances and providing advice;
- Gather evidence of the impact of caring responsibilities on the workforce, to identify whether career continuity and pay progression is being adversely affected, and set appropriate objectives for remedial action; and
- Gather evidence on the extent of occupational segregation within the council and set appropriate objectives for remedial action as necessary.

#### **5. Monitoring and Reporting**

5.1 In accordance with the requirement under the Public Sector Equality Duty, to publish data on the gender pay gap every two years, data on gender pay and gender occupational segregation in the council will be addressed in the biennial review of this policy. Information on the recruitment, development and retention of employees will also be published every two years as part of the council's Equality Mainstreaming Report.

5.2 Details of actions taken to implement the outcome of equality impact assessments will also be posted on the council's website and as part of the council's Equality Mainstreaming Report.

#### **6. Review and Accountability**

6.1 This policy will be reviewed every two years through involvement with all relevant stakeholders and reported to the Council's Executive Committee.

6.2 The Head of Corporate Services, on behalf of the council's Corporate Management Team, has overall responsibility for implementation of the commitments outlined within this policy.

## 7. Gender Pay Gap

7.1 The council's gender pay gap as at March 2021 is set out below:

Gender	Number of Staff	Combined Hourly Rate	Average Hourly Rate
Female	6056	£103,105.05	£17.03
Male	2165	£37,340.25	£17.25
Total	8221	£140,445.30	£17.08

### Standard Calculation

Male average salary – Female average salary = paygap (monetary)  
17.25 – 17.03 = 0.22

Paygap (monetary) / male average salary x 100 = **paygap (%)**  
0.22 / 17.25 x 100 = 1.27 %

**West Lothian Council Gender Pay Gap = 1.3 %**

7.2 The council's mean gender pay gap for all employees has increased since last reported in the 2019 Equal Pay Statement when it was recorded as 0.52%. The council's current pay gap is lower than the average rate for Scottish Local Authorities (3.42%) as reported in the 2019/20 Local Government Benchmarking Framework.

## 8. Ethnicity Pay Gap

8.1 The council's ethnicity pay gap as at March 2021 is set out below:

Ethnicity	Number of Staff	Combined Hourly Rate	Average Hourly Rate
Ethnic Minority	147	£2,634.94	£17.92
Other	8074	£137,810.36	£17.07
Total	8221	£140,445.30	£17.08

### Standard Calculation

Other average salary – Ethnic Minority average salary = paygap (monetary)  
17.07 – 17.92 = -0.85

Paygap (monetary) / other average salary x 100 = **paygap (%)**  
-0.85 / 17.07 x 100 = -4.97 %

**West Lothian Council Ethnicity Pay Gap = -5 %**

This is the first time the council has published its ethnicity pay gap. As part of a joint commitment, the Scottish Parliament's Equalities and Human Rights and Scottish Government are calling on employers in the public sector to review their recruitment procedures and publish the "pay gap" faced by ethnic

minority groups in order to confront, and address, issues of race inequality.

## **9. Occupational Segregation**

- 9.1 The council recognises that occupational segregation is one of the key barriers which prevents women and men from fulfilling their potential, and consequently contributes to the gender pay gap.
- 9.2 At the same time, it can have a damaging impact due to the segmentation of men and women into different types of employment; segmentation that can fail to make the most efficient use of the potential workforce, can contribute to skills deficits and can hold back productivity.
  - 9.2.1 The challenge for the council is therefore to address the inherent issues relating to horizontal segregation in the service areas currently dominated by either female or male employees.
  - 9.2.2 Occupational segregation is identified within the council's Corporate Equality Outcomes 2021-2025 as a significant priority for focus over the period.
  - 9.2.3 The tables below outline the council's data on sex based occupational segregation. In addition, in line with the reporting requirements, information is provided on occupational segregation in relation to ethnicity and disability.

## WEST LOTHIAN COUNCIL OCCUPATIONAL SEGREGATION BY SEX AS AT FEBRUARY 2021

			Salary Bands																		
Service Area	Functional Area	Sex	Apprentice / Graduate	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Chief Officers	Psych	Teachers	Grand Total
Chief Executive, Finance & Property	Anti Poverty Service	F					2	35	19	12	1	2				1					72
		M						11	5	6		2									24
	Audit Risk and Counter Fraud	F								1			1								2
		M									2	1	1				1				5
	Chief Exec/Finance/Prop ManagementTeam	F																			
		M																	1		1
	Chief Executive Office Managementand Support	F							1		2	2									5
		M								1							1				2
	Construction Services	F									5	6									11
		M				2					16	9	3	1							31
	Financial Management	F					5		4	4	4	4	4	2	3						26
		M					2	1	1	4	1	1	1					1			12
	Property Management and Development	F				1		5				3									9
		M				2	6			1	1	3	5		2		1				21
	Revenues	F				5		23	10			3									41
		M				1		7	5							1					14
Chief Executiv e/Finance/Property Total						11	15	82	47	51	33	20	5	5	1	4	1	1			276

			Salary Bands																		
Service Area	Functional Area	Sex	Apprentice / Graduate	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Chief Officers	Psych	Teachers	Grand Total
Corporate Services	Corporate Communications	F						1	1												2
		M								2		2			1						5
	Corporate Management Team	F																1			1
		M																2			2
	Corporate Services Management Team	F																1			1
		M																			
	HR & Support Services	F				15	14	16	10	5	3	5	2	1			1				72
		M				1	3		3	1	5	1									14
	Information Technology	F					1	2	2		4	4			1						14
		M						3	12		10	6	1		1		1				34
	Legal Services	F				2		4		7	5	2	3				1				24
		M								1		2									3
	Performance & Improvement	F						1		1	5				1						8
		M				1					2	1									4
	Procurement	F				2	1			3	2	1					1				10
		M					1			1	1	1									4
	Transformational Change	F										3	1	2	1		1				8
		M								2			1					1			1
Corporate Services Total						21	20	27	31	20	42	25	8	2	4	2	4	4			210

			Salary Bands																			
Service Area	Functional Area	Sex	Apprentice / Graduate	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Chief Officers	Psych	Teachers	Grand Total	
Education Services	Additional Support Need Schools	F				3	175	8	5											104	295	
		M					10	5	1			1								28	45	
	Education Psychology Service	F				1	1		1										11	1	15	
		M																	2		2	
	Education Services Management Team	F																				
		M																1			1	
	Inclusion and Wellbeing	F					28	2		1						1				5	37	
		M					1														1	
	Learning Policy and Performance	F				3	22	12	14	13	3	1	2	1							1	72
		M				3	8	4	3	6	5						1				3	33
	Primary Schools	F		24		506	142	366	91		17										1102	2248
		M		1		11	1	8	1												104	126
	Quality Improvement Team	F					1	1	1	1	1										20	25
		M									2										7	9
	Secondary Schools	F		1		134	42	16	21		6	10									610	840
		M				8	2	14	11		2	2									298	337
	Strategic Resources	F					1	1		18							1				13	34
		M					1				7	1		1							9	19
Education Services Total				26		668	435	438	148	49	35	14	3	1		3		1	13	2305	4139	

			Salary Bands																			
Service Area	Functional Area	Sex	Apprentice / Graduate	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Chief Officers	Psych	Teachers	Grand Total	
Housing, Customer & Building	Building Services	F	2			2	8	10	5	3											30	
		M	30			35	35	186	67	26	8	1	2			1					391	
	Customer & Community Services	F	1			22	63	7		11		2									106	
		M	1			4	24	3	1	1		1				1					36	
	Customer Service Centre	F					26	23		9		1									59	
		M					5	6													11	
	Housing, Customer & Building Management Team	F																1			1	
		M																				
	Housing Management and Community Safety	F				2		1	16	31	4					1					55	
		M								8	7	2									17	
	Housing Need	F					1	5	34	3	4	2						1			50	
		M				1		1	14	3	2	2									23	
	Housing Performance and Change	F									9		1			1					11	
		M								2			2		1						5	
	Housing Strategy and Development	F						1			3		3					1			8	
		M									6	1	1	1		1					10	
Housing Customer & Building Total			34			66	162	243	147	112	21	16	3	1	3	2	2	1			813	

			Salary Bands																			
Service Area	Functional Area	Sex	Apprentice / Graduate	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Chief Officers	Psych	Teachers	Grand Total	
Operational Services	Facilitiesand Support Services	F		529	34	26	75	5	4	2	1										676	
		M		63		5	82		6		5						1				162	
	NETs Land & Countryside	F				5	2	3		3	1		1								15	
		M	6		26	17	55	59	12	10	1		3					1				190
	Operational Services Management Team	F																				
		M																	1			1
	Public and Community Transport	F				15	5	1		1					1						23	
		M				4	24		2													30
	Recycling, Waste and Fleet Services	F				1	2	1	4		2		1									11
		M	3			70	33	70	18	5	1		1	2		1						204
	Roads and Transportation	F				7	1	1		3	1											13
		M				4	1	54	18	15	13	7		3				1				116
Operational Services Total			9	592	60	154	280	194	64	39	25	7	6	5	1	2	2	1			1441	



			Salary Bands																		
Service Area	Functional Area	Sex	Apprentice / Graduate	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Chief Officers	Psych	Teachers	Grand Total
Planning Economic Development & Regeneration	Economic Development & Regeneration	F					2	1		23	4	3	1				1				35
		M	1	1					1	3	6	1	1								14
	Environmental Health & Trading Standards	F					3		4		5										12
		M						3	2	1	5	3		2			1				17
	Planning Economic Development & Regeneration Management Team	F																			
		M																1			1
	Planning Services	F				3	6		1	4	3		1		1	1					20
		M	1			1			2	4	5	3	5		1		1				23
Planning Economic Dev & Regeneration Total			2	1		4	11	4	10	35	28	10	8	2	2	1	3	1			122

			Salary Bands																		
Service Area	Functional Area	Sex	Apprentice / Graduate	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Chief Officers	Psych	Teachers	Grand Total
Social Policy	Children and Families	F		2			6	5	74	21	78	26	1	3			1				217
		M				1			12	9	12	1	1								36
	Community Care	F		59		281	34	167	110	17	94	18		4			1				785
		M		5		16	12	15	12	2	17	11		2			1				93
	Criminal and Youth Justice	F					5	1	10		25	6		2							49
		M						4	10	2	7	3		1			1				28
	Social Policy Management Team	F																1			1
		M																			
Social Policy Total				66		298	57	192	228	51	233	65	2	12			4	1			1209
Grand Total			45	685	60	1222	980	1180	675	357	417	157	35	28	11	14	16	10	13	2305	8210

# WEST LoTHIAN COUNCIL OCCUPATIONAL SEGREGATION BY ETHNICITY AS AT FEBRUARY 2021

			Salary Bands																		
Service Area	Functional Area	Ethnicity	Apprentice / Graduate	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Chief Officers	Psych	Teachers	Grand Total
Chief Exec/Finance/Prop	Anti Poverty Service	EM						1	2			1									4
		Other					2	45	22	18	1	3				1					92
	Audit Risk and Counter Fraud	EM																			
		Other									3	1	1	1			1				7
	Chief Exec/Finance/Prop Management Team	EM																			
		Other																1			1
	Chief Executive Office Management and Support	EM																			
		Other								2		2	2				1				7
	Construction Services	EM										1									1
		Other				2					21	14	3	1							41
	Financial Management	EM																			
		Other						7	1	5	8	5	5	3	3			1			38
	Property Management and Development	EM																			
		Other				3	6	5	1	1	6	5		2			1				30
	Revenues	EM																			
		Other				6		30	15		3					1					55
Chief Executive/Finance/Property Total						11	15	82	47	51	33	20	5	5	1	4	1	1			276

			Salary Bands																			
Service Area	Functional Area	Ethnicity	Apprentice / Graduate	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Chief Officers	Psych	Teachers	Grand Total	
Corporate Services	Corporate Management Team	EM																				
		Other																3			3	
	Corporate Communications	EM																				
		Other							1	1	2		2			1						7
	Corporate Services Management Team	EM																				
		Other																	1			1
	HR & Support Services	EM					1															1
		Other				16	16	16	13	6	8	6	2	1				1				85
	Information Technology	EM								1												1
		Other					1	5	13		14	10	1		2			1				47
	Legal Services	EM										1										1
		Other				2		4	1	7	6	2	3					1				26
	Performance & Improvement	EM																				
		Other				1		1		1	7	1			1							12
	Procurement	EM									1											1
		Other				2	2				3	3	2				1					13
	Transformational Change	EM											1									
		Other								2		3	1	2	1		1	1				11
Corporate Services Total						21	20	27	31	20	42	25	8	2	4	2	4	4			210	

			Salary Bands																			
Service Area	Functional Area	Ethnicity	Apprentice / Graduate	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Chief Officers	Psych	Teachers	Grand Total	
Education Services	Additional Support Need Schools	EM					4													2	6	
		Other				3	181	13	6			1								130	334	
	Education Psychology Service	EM								1											1	
		Other					1	1											13	1	16	
	Education Services Management Team	EM																				
		Other																1			1	
	Inclusion and Wellbeing	EM					1															
		Other					28	2		1						1				5	37	
	Learning Policy and Performance	EM																				
		Other				6	30	16	17	19	8	1	2	1		1				4	105	
	Primary Schools	EM				9	1	4	1												20	35
		Other		25		508	142	370	91		17										1186	2239
	Quality Improvement Team	EM																				
		Other					1	1	1	3	1										27	34
	Secondary Schools	EM				1															29	30
		Other		1		141	44	30	32		8	12									879	1147
	Strategic Resources	EM									1											1
		Other					2	1		24	1		1			1					22	52
Education Services Total				26		668	435	438	148	49	35	14	3	1		3		1	13	2305	4139	

			Salary Bands																		
Service Area	Functional Area	Ethnicity	Apprentice / Graduate	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Chief Officers	Psych	Teachers	Grand Total
Housing, Customer & Building	Building Services	EM										1									1
		Other	32			37	43	196	72	29	8		2			1					420
	Customer & Community Services	EM			1	1															2
		Other	2			25	86	10	1	12		3				1					140
	Customer Service Centre	EM				1															1
		Other					30	29		9		1									69
	Housing, Customer & Building Management Team	EM																			
		Other																1			1
	Housing Management and Community Safety	EM									2										2
		Other				2		1	24	36	6					1					70
	Housing Need	EM								4											4
		Other				1	1	6	44	6	6	4								1	69
	Housing Performance and Change	EM																			
		Other								2	9		3		1	1					16
	Housing Strategy and Development	EM											1								1
		Other						1		9	1	4				1		1			17
Housing Customer & Building Total			34			66	162	243	147	112	21	16	3	1	3	2	2	1			813

			Salary Bands																		
Service Area	Functional Area	Ethnicity	Apprentice / Graduate	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Chief Officers	Psych	Teachers	Grand Total
Operational Services	Facilitiesand Support Services	EM		11	2																13
		Other		581	32	31	157	5	10	2	6						1				825
	NETs Land & Countryside	EM				2		1	1												4
		Other	6			26	20	57	61	11	13	2		4				1			201
	Operational Services Management Team	EM																			
		Other																	1		1
	Public and Community Transport	EM					1														1
		Other					19	28	1	2	1					1					52
	Recycling, Waste and Fleet Services	EM					1														1
		Other	3				70	35	71	22	5	3		2	2			1			214
	Roads and Transportation	EM					1				1	1									3
		Other					10	2	55	18	17	13	7		3			1			126
Operational Services Total			9	592	60	154	280	194	64	39	25	7	6	5	1	2	2	1			1441

			Salary Bands																		
Service Area	Functional Area	Ethnicity	Apprentice / Graduate	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Chief Officers	Psych	Teachers	Grand Total
Planning Economic Development & Regeneration	Economic Development & Regeneration	EM									1										1
		Other	1	1			2	1	1	26	9	4	2				1				48
	Environmental Health & Trading Standards	EM									1										1
		Other					3	3	6	1	9	3		2			1				28
	Planning Economic Development & Regeneration Management Team	EM																			
		Other																1			1
	Planning Services	EM											1								1
		Other	1			4	6		3	8	8	2	6		2	1	1				42
Planning Economic Dev & Regeneration Total			2	1		4	11	4	10	35	28	10	8	2	2	1	3	1			122

Service Area	Functional Area	Ethnicity	Salary Bands																		Grand Total
			Apprentice / Graduate	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Chief Officers	Psych	Teachers	
Social Policy	Children and Families	EM									4	1									5
		Other		2		1	6	5	86	30	86	26	2	3			1				248
	Community Care	EM		2		7	1	4			4	1									19
		Other		62		290	45	178	122	19	107	28	6				2				859
	Criminal and Youth Justice	EM												1							1
		Other					5	5	20	2	32	9		2			1				76
	Social Policy Management Team	EM																			



			Salary Bands																		
Service Area	Functional Area	Ethnicity	Apprentice / Graduate	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Chief Officers	Psych	Teachers	Grand Total
		Other																1			1
Social Policy Total				66		298	57	192	228	51	233	65	2	12				1			1209
Grand Total			45	685	60	1222	980	1180	675	357	417	157	35	28	11	14	16	10	13	2305	8210

**WEST LoTHIAN COUNCIL OCCUPATIONAL SEGREGATION BY DISABILITY AS AT FEBRUARY 2021**

	Number of Disabled Employees by Salary Bands																		
Service Area	Apprentice/ Graduate	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Chief Officers	Psych	Teachers	Grand Total
Chief Executive, Finance and Property					1		3	5	3										12
Corporate Services						1				1					1				3
Education Services				22	6	12	2			1							1	25	69
Housing, Customer & Building Services				3	6		2	1		1									13
Operational Services	2	12		1	4	1	2		1										23
Planning, Economic Development & Regeneration							1	1	2										4
Social Policy		1		3		2	5		8	1									20
All Services	2	13		29	17	16	15	7	14	4					1		1	25	144

## **EMPLOYMENT MONITORING DATA AND ANALYSIS**

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

Information on the workforce has been gathered and reported on according to protected characteristics and is provided in the tables below for the period 1 January 2019 to 31 December 2020.

### **Sources of Information**

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

- Staff currently in post
- Employees involved in grievance, disciplinary or bullying and harassment cases
- Employees leaving the council

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

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

### **Monitoring Process Developments**

The council continues to develop its' equality monitoring processes to improve the quality and accuracy of the information held on employees and applicants for employment.

In January 2021 the council introduced a new HR and Payroll system (MyHR) which includes an employee self-service function allowing employees to provide and update their equality monitoring information at any time. As well as providing an additional level of confidentiality and accuracy by removing the need for any data input exercise by council officers, the self-service function allows staff to amend their equality monitoring information as their personal circumstances change. Previously the council did not have a mechanism to update the equality monitoring information after initial appointment.

However, it was not possible to pull all existing equality monitoring information from the outgoing HR and Payroll system into MyHR and therefore the council is only able to report on the information that has been entered to date by employees through the self-service function. Despite promotion of the new self-service function and the facility to provide and update equality information, only approximately 15-20% of staff have taken up this opportunity since January 2021. The council will continue to promote the benefits of having an accurate picture of the diverse make-up of its workforce and regularly remind staff to complete their monitoring information. It is hoped that there will be a significant improvement in the equality monitoring information held on employees when the Equality Outcomes and Mainstreaming Progress Report is published in April 2023.

## Data Analysis and Highlights

### Sex

The proportion of men and women working in the council has remained largely unchanged over the 14 years of monitoring with the workforce being split approximately 70% female, 30% male. There has however been a slight shift reported in the 2021 figures with the male/female split currently sitting at approximately 74% female and 26% male.

The static nature of the female/male split of the workforce has been perpetuated by the fact that the numbers of staff appointed and those leaving over the years of reporting largely reflects the same female/male split thereby maintaining the 70/30 ratio. It should be noted however that in 2019 only 58% of leavers were female and 42% were male and in 2020 the percentage of successful appointment were only 17% male. Both these changes would account for the slight shift in the makeup of the workforce.

Despite the 70/30 female/male split of the council's workforce, the split of employees applying for and receiving corporate training was closer to a 60/40 split in 2019 and a 50/50 split in 2020.

Similarly, the proportion of women and men involved in Grievance, Disciplinary and Bullying and Harassment cases often does not follow the 70/30 split of the workforce. However, this is not significant due to the small number of cases.

### Ethnicity

The information held on HR21 indicates that approximately 68% of the council's workforce is White-Scottish with only 1.7% of our workforce indicating that they are from an ethnic minority background. This has increased from 1.4% in 2019. The 2011 census reported that 2.5% of the West Lothian Community is from ethnic minority backgrounds. A new census was due to be undertaken in 2021, but this will be delayed until 2022 due to the impact of the COVID-19 pandemic.

Key to understanding whether these figures accurately represent the council's workforce would be to reduce the percentage of employees who choose not to disclose their ethnic background. Those choosing not to disclose their ethnic background has reduced from 23% in 2019 to 18% in 2021. Continuing to promote a culture where employees feel 'safe' disclosing their protected characteristics and helping employees to understand the value of disclosing such information will be vital in further reducing the number of employees who choose not to disclose their protected characteristics.

In both 2019 and 2020 the percentage of applicants to the council from the ethnic minority community is not reflected in the percentage of successful candidates appointed. In 2019, there was a drop from 4.4% ethnic minority applicants to 2.9% ethnic minority successful candidates and similarly in 2020, there was a drop from 4.9% ethnic minority applicants to 2.3% ethnic minority successful candidates. These figures are representative of the trend in previous years and suggest a need for training to ensure that there is no discrimination occurring in the council's recruitment processes.

With the exception of 2017 which saw a rise in the number of ethnic minority leavers (2.15%), in previous years the percentage of leavers from the ethnic minority community has generally been representative of the overall workforce. This reporting period however has seen a decrease in the percentage of ethnic minority leavers with 1.3% of leavers being from an ethnic minority background in 2019 and 0.9% in 2020.

### Disability

Information on employees with a disability is one that is considered to have significant gaps on MyHR, with the disability status of 85% of employees unknown. The result is that the council is only able to report that 1.8% of its employees have declared that they have a disability. Like previous years, the most significant type of disability amongst employees is reported as 'a

longstanding illness or other health condition' at 27%.

In 2019, three disability types accounted for 66% of the disabilities of successful applicants, learning disability, longstanding illness and mental health condition, each accounting for approximately 22%. In 2020, however, the trend of disability types returned to that of previous years with 32% of disabilities amongst successful applicants being a learning disability, 23% being a longstanding illness and only 6% being a mental health condition. This trend will account for the increase in employees with a learning disability increasing from 3.1% in 2017 and 9.39% in 2019 to 12.5% in 2020.

The recruitment information indicates that the Guaranteed Job Interview Scheme for applicants with a disability is continuing to work appropriately, with a higher percentage of interview candidates having a disability than the percentage of initial applicants.

### Age

The information held on the age profile of the council is considered to be accurate with employee date of birth gathered at the time of appointment.

The age demographic of the council has remained relatively unchanged over the 14 years of equality monitoring despite the higher percentages of applicants from the lower age ranges. In 2019 and 2020 only the age brackets of under 21 and 21 – 30 saw a drop off from the percentage of applicants to the percentage of successful appointments, all other age brackets saw an increase in percentage between application and appointment.

The trend continues from 2015/16 and 2017/18 with a third of all corporate training being delivered to employees aged 51-60 in both 2019 and 2020.

### Sexual Orientation

Like disability status, information on employee sexual orientation is also considered to have significant gaps on MyHR, with the sexual orientation of 83% of employees unknown. It is positive to note however that of those employees who have provided equality monitoring information on MyHR, only 0.8% have selected 'prefer not to say' in relation to sexual orientation.

### Religion or Belief

The information on Religion or Belief is similar with the religion or belief of 82% of employees being unknown, but only 0.8% of those completing equality monitoring information on MyHR selecting 'prefer not to say' in relation to religion or belief.

### Caring Responsibilities

While information on caring responsibilities is currently unknown for almost 90% of our workforce, the percentage of those choosing 'prefer not to say' is very low at 0.4%. As a result of information from the outgoing HR and Payroll system not being transferred to MyHR the council has caring responsibility information on less than half the number of employees for which it previously held information, reducing from 1990 in 2019 to 825 in 2021.

Information on the caring responsibilities of applicants suggests that the recruitment process is free from discrimination relating to caring responsibilities. This is evidenced by the percentage of applicants with caring responsibilities which remains relatively static throughout the process from application to appointment.

### Gender Identity

A reduction in the information held on employees is also apparent in relation to gender identity. In 2019 the council held gender identity information on 1729 employees, but this has reduced to 874 in 2019 as a result of only a small percentage of employees so far having submitted equality monitoring information through MyHR self-service since its launch in January 2021.

## EMPLOYMENT MONITORING STATISTICS (1 January 2019 – 31 December 2020)

### 1. STAFF IN POST

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

#### 1.1 Employees in Post by Sex as at January 2021

Sex	Number	Percentage
Female	6049	73.68
Male	2161	26.32
Prefer not to say	0	0
Unknown	0	0
<b>Total</b>	<b>8210</b>	<b>100</b>

#### 1.2 Employees in Post by Ethnicity as at January 2021

Ethnicity	Number	Percentage
White – Scottish	5564	67.77
White - Other British	180	2.19
White – Irish	72	0.88
White - Gypsy/ Traveller	0	0
White - Eastern European (e.g. Polish)	32	0.39
White - Other ethnic group	0	0
Any mixed or multiple ethnic group	20	0.24
Pakistani, Pakistani Scottish or Pakistani British	30	0.37
Indian, Indian Scottish or Indian British	20	0.24
Bangladeshi, Bangladeshi Scottish or Bangladeshi British	2	0.02
Chinese, Chinese Scottish or Chinese British	9	0.11
Other Asian	15	0.18
African, African Scottish or African British	16	0.19
Other African	3	0.04
Caribbean, Caribbean Scottish or Caribbean British	16	0.19
Black, Black Scottish or Black British	2	0.02
Other Caribbean or Black	0	0
Arab, Arab Scottish or Arab British	1	0.01
Other Arab	0	0
Other	11	0.13
Prefer not to say	1485	18.09
Unknown	359	4.37
<b>Total</b>	<b>8210</b>	<b>100</b>

### 1.3 Employees in post by Disability as at January 2021

<b>Disability</b>	<b>Number</b>	<b>Percentage</b>
Yes	144	1.75
No	1050	12.79
Prefer not to say	41	0.50
Unknown	6975	84.96
<b>Total</b>	<b>8210</b>	<b>100</b>

### 1.4 Employees in post by Disability Type as at January 2021

<b>Disability Type</b>	<b>Number</b>	<b>Percentage</b>
A learning disability	18	12.50
A longstanding illness or other health condition	39	27.08
A mental health condition	30	20.83
A physical impairment	17	11.81
Sensory impairment	20	13.89
Other condition	20	13.89
Prefer not to say	0	0
Unknown	0	0
<b>Total</b>	<b>144</b>	<b>100</b>

### 1.5 Employees in Post by Age as at January 2021

<b>Age</b>	<b>Number</b>	<b>Percentage</b>
Under 21	84	1.02
21-30	1173	14.29
31-40	1776	21.63
41-50	2072	25.24
51-60	2350	28.62
61 Plus	755	9.20
Unknown	0	0
<b>Total</b>	<b>8210</b>	<b>100</b>

### 1.6 Employees in post by Sexual Orientation as at January 2021

<b>Sexual Orientation</b>	<b>Number</b>	<b>Percentage</b>
Bisexual	15	0.18
Gay	21	0.26
Heterosexual/ straight	1277	15.55
Lesbian	13	0.16
Prefer not to say	68	0.83
Unknown	6816	83.02
<b>Total</b>	<b>8210</b>	<b>100</b>



### 1.7 Employees in post by Religion or Belief as at January 2021

Religion or Belief	Number	Percentage
None	676	8.23
Church of Scotland	336	4.09
Roman Catholic	247	3.01
Other Christian	109	1.33
Muslim	11	0.13
Buddhist	1	0.01
Sikh	0	0
Jewish	1	0.01
Hindu	1	0.01
Humanist	6	0.07
Pagan	1	0.01
Other religion or belief	13	0.16
Prefer not to say	67	0.82
Unknown	6741	82.11
<b>Total</b>	<b>8210</b>	<b>100</b>

### 1.8 Employee in post by Caring Responsibility as at January 2021

Caring Responsibilities	Number	Percentage
Yes	452	5.51
No	373	4.54
Prefer not to say	30	0.37
Unknown	7355	89.59
<b>Total</b>	<b>8210</b>	<b>100</b>

### 1.9 Employees in post by Gender Identity as at January 2021

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

Gender Identity	Number	Percentage
Yes	1	0.01
No	873	10.63
Prefer not to say	45	0.55
Unknown	7291	88.81
<b>Total</b>	<b>8210</b>	<b>100</b>

## APPLICANTS FOR EMPLOYMENT

The following statistics are taken from the National Recruitment Portal.

### 2.1 SEX

#### 2.1.1 Applicants for Employment 1 January 2019 – 31 December 2019 by Sex

SEX	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Female	9,020	70.36	2,891	70.17	865	72.38
Male	3,605	28.12	1,160	28.16	304	25.44
Prefer not to say	22	0.17	9	0.22	3	0.25
Unknown	172	1.34	60	1.46	23	1.92
<b>Total</b>	<b>12,819</b>	<b>100</b>	<b>4,120</b>	<b>100</b>	<b>1,195</b>	<b>100</b>

#### 2.1.2 Applicants for Employment 1 January 2020 – 31 December 2020 by Sex

SEX	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Female	9,837	73.32	2,538	75.74	721	80.11
Male	3,369	25.11	755	22.53	160	17.88
Prefer not to say	57	0.42	17	0.51	4	0.44
Unknown	154	1.15	41	1.22	15	1.67
<b>Total</b>	<b>13,417</b>	<b>100</b>	<b>3,351</b>	<b>100</b>	<b>900</b>	<b>100</b>

### 2.2 ETHNICITY

#### 2.2.1 Applicants for Employment 1 January 2019 – 31 December 2019 by Ethnicity

ETHNICITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
African - (Inc.Scottish/British)	69	0.54	22	0.55	3	0.25
African - Other	106	0.83	23	0.57	6	0.50
Any Mixed or Multiple	59	0.46	14	0.35	2	0.17
Asian - Bangladeshi (Inc.Scottish/British)	9	0.07	4	0.10	1	0.08
Asian - Chinese (Inc.Scottish/British)	19	0.15	4	0.10	1	0.08
Asian - Indian (Inc.Scottish/British)	73	0.57	11	0.27	3	0.25
Asian - Other (Inc.Scottish/British)	59	0.46	19	0.47	4	0.33
Asian - Pakistani (Inc.Scottish/British)	115	0.90	26	0.65	10	0.84
Black - (Inc.Scottish/British)	35	0.27	7	0.17	2	0.17
Caribbean - (Inc.Scottish/British)	4	0.03	1	0.02	0	0
Caribbean or Black (Other)	4	0.03	0	0	0	0
Other - Arab (Inc.Scottish/British)	14	0.11	4	0.10	1	0.08
White - Eastern European (eg Polish)	319	2.49	71	1.77	18	1.51
White - Gypsy/Traveller	1	0.01	0	0	0	0
White - Irish	87	0.68	33	0.82	9	0.75
White - Other British	797	6.22	288	7.18	87	7.28
White - Other white ethnic group	348	2.71	80	2	20	1.67
White - Scottish	10,328	80.57	3,402	84.86	991	82.93
Prefer not to say	99	0.77	37	0.92	11	0.92
Unknown	274	2.14	74	1.85	26	2.18
<b>Total</b>	<b>12,819</b>	<b>100</b>	<b>4,120</b>	<b>100</b>	<b>1,195</b>	<b>100</b>

## 2.2.2 Applicants for Employment 1 January 2020 – 31 December 2020 by Ethnicity

ETHNICITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
African - (Inc.Scottish/British)	68	0.51	21	0.63	4	0.44
African - Other	95	0.71	16	0.48	1	0.11
Any Mixed or Multiple	78	0.58	16	0.48	2	0.22
Asian - Bangladeshi (Inc.Scottish/British)	12	0.09	1	0.03	0	0
Asian - Chinese (Inc.Scottish/British)	19	0.14	3	0.09	0	0
Asian - Indian (Inc.Scottish/British)	91	0.68	12	0.36	2	0.22
Asian - Other (Inc.Scottish/British)	32	0.24	6	0.18	2	0.22
Asian - Pakistani (Inc.Scottish/British)	164	1.22	29	0.87	7	0.78
Black - (Inc.Scottish/British)	35	0.26	9	0.27	2	0.22
Caribbean - (Inc.Scottish/British)	3	0.02	0	0	0	0
Caribbean or Black (Other)	23	0.17	2	0.06	0	0
Other - Arab (Inc.Scottish/British)	31	0.23	3	0.09	1	0.11
White - Eastern European (eg Polish)	275	2.04	57	1.70	15	1.66
White - Gypsy/Traveller	2	0.01	1	0.03	0	0
White - Irish	144	1.07	30	0.90	4	0.44
White - Other British	870	6.48	254	7.58	63	7.00
White - Other white ethnic group	429	3.20	65	1.94	17	1.89
White - Scottish	10,569	78.77	2,724	81.29	749	83.22
Prefer not to say	138	1.03	36	1.07	8	0.89
Unknown	339	2.53	66	1.97	23	2.56
<b>Total</b>	<b>13,417</b>	<b>100</b>	<b>3,351</b>	<b>100</b>	<b>900</b>	<b>100</b>

## 2.3 DISABILITY

### 2.3.1 Applicants for Employment 1 January 2019 – 31 December 2019 by Disability

DISABILITY	Applicants for Employment (12,819)		Selected for Interview (4,120)		Successful Appointments (1,195)	
	No.	%	No.	%	No.	%
Disabled	690	5.38	285	6.92	55	4.60

### 2.3.2 Applicants for Employment 1 January 2020 – 31 December 2020 by Disability

DISABILITY	Applicants for Employment (13,417)		Selected for Interview (3,351)		Successful Appointments (900)	
	No.	%	No.	%	No.	%
Disabled	830	6.19	317	9.46	45	5.00

### 2.3.3 Applicants for Employment 1 January 2019 – 31 December 2019 by Disability Type

DISABILITY TYPE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Learning Disability	183	26.52	67	23.51	14	25.45
Longstanding Illness	130	18.84	61	21.40	14	25.45
Mental Health Condition	108	15.65	38	13.33	11	20.00
Physical Impairment	75	10.87	24	8.42	4	7.27
Sensory Impairment	15	2.17	6	2.11	5	9.09
Other	46	6.67	19	6.67	0	0
Prefer Not to Say	13	1.88	7	2.46	0	0
Unknown	120	17.39	63	22.11	7	12.73
<b>Total</b>	<b>690</b>	<b>100</b>	<b>285</b>	<b>100</b>	<b>55</b>	<b>100</b>

### 2.3.4 Applicants for Employment 1 January 2020 – 31 December 2020 by Disability Type

DISABILITY TYPE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Learning Disability	250	30.12	113	35.65	15	33.33
Longstanding Illness	144	17.35	49	15.46	10	22.22
Mental Health Condition	124	14.94	42	13.25	3	6.67
Physical Impairment	88	10.60	38	11.99	5	11.11
Sensory Impairment	7	0.84	1	0.32	5	11.11
Other	59	7.11	25	7.89	0	0
Prefer Not to Say	23	2.77	10	3.15	1	2.22
Unknown	135	16.27	39	12.30	6	13.33
<b>Total</b>	<b>830</b>	<b>100</b>	<b>317</b>	<b>100</b>	<b>45</b>	<b>100</b>

## 2.4 AGE

### 2.4.1 Applicants for Employment 1 January 2019 – 31 December 2019 by Age

AGE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Under 21	402	3.14	158	3.83	34	2.85
21-30	3,202	24.98	872	21.17	261	21.84
31-40	3,627	28.29	1,066	25.87	338	28.28
41-50	2,930	22.86	1,100	26.70	321	26.86
51-60	1,963	15.31	708	17.18	183	15.31
61 plus	425	3.32	132	3.20	31	2.59
Not Known	270	2.11	84	2.94	27	2.26
<b>Total</b>	<b>12,819</b>	<b>100</b>	<b>4,120</b>	<b>100</b>	<b>1,195</b>	<b>100</b>

### 2.4.2 Applicants for Employment 1 January 2020– 31 December 2020 by Age

AGE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Under 21	645	4.81	108	3.22	30	3.33
21-30	4,049	30.18	855	25.51	224	24.89
31-40	3,614	26.94	914	27.28	269	29.89
41-50	2,718	20.26	815	24.32	208	23.11
51-60	1,731	12.90	488	14.56	126	14.00
61 plus	347	2.59	88	2.63	21	2.33
Not Known	313	2.33	83	2.48	22	2.44
<b>Total</b>	<b>13,417</b>	<b>100</b>	<b>3,351</b>	<b>100</b>	<b>900</b>	<b>100</b>

## 2.5 SEXUAL ORIENTATION

### 2.5.1 Applicants for Employment 1 January 2019 – 31 December 2019 by Sexual Orientation

SEXUAL ORIENTATION	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Bisexual	140	1.09	42	1.02	12	1.00
Gay/Lesbian	276	2.15	75	1.82	16	1.34
Heterosexual/Straight	11,710	91.35	3,803	92.31	1,114	93.22
Unknown	308	2.40	84	2.04	30	2.51
Prefer not to say	361	2.82	109	2.65	22	1.84
Other	24	0.19	7	0.17	1	0.08
<b>Totals</b>	<b>12,819</b>	<b>100</b>	<b>4,120</b>	<b>100</b>	<b>1,195</b>	<b>100</b>

## 2.5.2 Applicants for Employment 1 January 2020 – 31 December 2020 by Sexual Orientation

SEXUAL ORIENTATION	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Bisexual	237	1.77	61	1.82	11	1.22
Gay/Lesbian	368	2.74	97	2.89	24	2.67
Heterosexual/Straight	12,095	90.15	3,012	89.88	818	90.89
Unknown	266	1.98	65	1.94	22	2.44
Prefer not to say	414	3.09	110	3.28	25	2.78
Other	37	0.28	6	0.18	0	0
<b>Totals</b>	<b>13,417</b>	<b>100</b>	<b>3,351</b>	<b>100</b>	<b>900</b>	<b>100</b>

## 2.6 RELIGION OR BELIEF

### 2.6.1 Applicants for Employment 1 January 2019 – 31 December 2019 by Religion or Belief

RELIGION OR BELIEF	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Buddhist	18	0.14	5	0.12	1	0.08
Church of Scotland	1,860	14.51	703	17.06	177	14.81
Hindu	31	0.24	5	0.12	2	0.17
Humanist	116	0.90	40	0.97	11	0.92
Jewish	11	0.09	4	0.10	2	0.17
Muslim	182	1.42	44	1.07	14	1.17
None	6,679	52.10	2,057	49.93	640	53.56
Other Christian	897	7	256	6.21	80	6.69
Other Religion/Belief	109	0.85	30	0.73	5	0.42
Pagan	15	0.12	7	0.17	2	0.17
Roman Catholic	614	4.79	658	15.97	173	14.48
Sikh	1,923	15	2	0.05	1	0.08
Prefer Not to Say	9	0.07	201	4.88	50	4.18
Unknown	355	2.77	108	2.62	37	3.10
<b>Total</b>	<b>12,819</b>	<b>100</b>	<b>4,120</b>	<b>100</b>	<b>1,195</b>	<b>100</b>

## 2.6.2 Applicants for Employment 1 January 2020 – 31 December 2020 by Religion or Belief

RELIGION OR BELIEF	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Buddhist	30	0.22	8	0.24	1	0.11
Church of Scotland	1,938	14.44	533	15.91	141	15.67
Hindu	53	0.40	4	0.12	1	0.11
Humanist	135	1.01	39	1.16	10	1.11
Jewish	5	0.04	1	0.03	0	0
Muslim	220	1.64	30	0.90	9	1.00
None	7,156	53.34	1,749	52.19	482	53.56
Other Christian	934	6.96	236	7.04	62	6.89
Other Religion/Belief	80	0.60	27	0.81	6	0.67
Pagan	12	0.09	2	0.06	0	0
Roman Catholic	1,822	13.58	453	13.52	131	14.56
Sikh	13	0.10	3	0.09	1	0.11
Prefer Not to Say	648	4.83	171	5.10	28	3.11
Unknown	371	2.77	95	2.83	28	3.11
<b>Total</b>	<b>13,417</b>	<b>100</b>	<b>3,351</b>	<b>100</b>	<b>900</b>	<b>100</b>

## 2.7 CARING RESPONSIBILITIES

### 2.7.1 Applicants for Employment 1 January 2019 – 31 December 2019 by Caring Responsibilities

CARING RESPONSIBILITIES	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes (Children under 18)	5,220	40.72	1,742	42.28	557	46.61
Yes (Other)	276	2.15	94	2.28	24	2.01
No	7,054	55.03	2,193	53.23	586	49.04
Prefer Not to Say	77	0.60	29	0.70	8	0.67
Unknown	192	1.50	62	1.50	20	1.67
<b>Total</b>	<b>12,819</b>	<b>100</b>	<b>4,120</b>	<b>100</b>	<b>1,195</b>	<b>100</b>

### 2.7.2 Applicants for Employment 1 January 2020 – 31 December 2020 by Caring Responsibilities

CARING RESPONSIBILITIES	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes (Children under 18)	5,131	38.24	1,354	40.41	413	45.89
Yes (Other)	326	2.43	94	2.81	20	2.22
No	7,584	56.53	1,811	54.04	441	49.00
Prefer Not to Say	114	0.85	30	0.90	5	0.56
Unknown	262	1.95	62	1.85	21	2.33
<b>Total</b>	<b>13,417</b>	<b>100</b>	<b>3,351</b>	<b>100</b>	<b>900</b>	<b>100</b>

## 2.8 GENDER IDENTITY

### 2.8.1 Applicants for Employment 1 January 2019 – 31 December 2019 by Gender Identity

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

GENDER IDENTITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes	20	0.16	7	0.17	2	0.17
No	12,530	97.75	4,019	97.55	1,163	97.32
Prefer Not to Say	73	0.57	27	0.66	7	0.59
Unknown	196	1.53	67	1.63	23	1.92
<b>Total</b>	<b>12,819</b>	<b>100</b>	<b>4,120</b>	<b>100</b>	<b>1,195</b>	<b>100</b>

### 2.8.2 Applicants for Employment 1 January 2020 – 31 December 2020 by Gender Identity

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

GENDER IDENTITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes	33	0.25	10	0.30	2	0.22
No	13,071	97.42	3,266	97.46	873	97.00
Prefer Not to Say	96	0.72	26	0.78	6	0.67
Unknown	217	1.62	49	1.46	19	2.11
<b>Total</b>	<b>13,417</b>	<b>100</b>	<b>3,351</b>	<b>100</b>	<b>900</b>	<b>100</b>



### 3. APPLICANTS FOR PROMOTION

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

#### 3.1 SEX

##### 3.1.1 Applicants for Promotion 1 January 2019 – 31 December 2019 by Sex

SEX	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Female	764	64.80	377	64.55	102	57.30
Male	414	35.11	207	35.45	76	42.70
Prefer not to say	1	0.08	0	0	0	0
<b>Total</b>	<b>1,179</b>	<b>100</b>	<b>584</b>	<b>100</b>	<b>178</b>	<b>100</b>

##### 3.1.2 Applicants for Promotion 1 January 2020 – 31 December 2020 by Sex

SEX	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Female	666	70.18	282	73.82	99	77.95
Male	279	29.40	98	25.65	28	22.05
Prefer not to say	4	0.42	2	0.52	0	0
<b>Total</b>	<b>949</b>	<b>100</b>	<b>382</b>	<b>100</b>	<b>127</b>	<b>100</b>

#### 3.2 ETHNICITY

##### 3.2.1 Applicants for Promotion 1 January 2019 – 31 December 2019 by Ethnicity

ETHNICITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
African - (Inc.Scottish/British)	2	0.17	1	0.17	1	0.56
African - Other	5	0.42	0	0	0	0
Any Mixed or Multiple	1	0.08	1	0.17	1	0.56
Asian - Bangladeshi (Inc.Scottish/British)	1	0.08	0	0	0	0
Asian - Chinese (Inc.Scottish/British)	0	0	0	0	0	0
Asian - Indian (Inc.Scottish/British)	1	0.08	0	0	0	0
Asian - Other (Inc.Scottish/British)	6	0.51	4	0.68	0	0
Asian - Pakistani (Inc.Scottish/British)	7	0.59	1	0.17	1	0.56
Black - (Inc.Scottish/British)	0	0	0	0	0	0
Caribbean - (Inc.Scottish/British)	0	0	0	0	0	0
Caribbean or Black (Other)	0	0	0	0	0	0
Other - Arab (Inc.Scottish/British)	3	0.25	2	0.34	1	0.56
White - Eastern European (eg Polish)	4	0.34	0	0	0	0
White - Gypsy/Traveller	0	0	0	0	0	0
White - Irish	10	0.85	5	0.86	2	1.12
White - Other British	52	4.41	33	5.65	12	6.74
White - Other white ethnic group	7	0.59	0	0	0	0
White - Polish	24	2.04	8	1.37	2	1.12
White - Scottish	1,035	87.79	524	89.73	156	87.64
Prefer not to say	18	1.53	4	0.68	2	1.12
Unknown	3	0.25	1	0.17	0	0
<b>Total</b>	<b>1,179</b>	<b>100</b>	<b>584</b>	<b>100</b>	<b>178</b>	<b>100</b>

### 3.2.2 Applicants for Promotion 1 January 2020 – 31 December 2020 by Ethnicity

ETHNICITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
African - (Inc.Scottish/British)	6	0.63	2	0.52	0	0
African - Other	4	0.42	0	0	0	0
Any Mixed or Multiple	6	0.63	3	0.79	0	0
Asian - Bangladeshi (Inc.Scottish/British)	0	0	0	0	0	0
Asian - Chinese (Inc.Scottish/British)	2	0.21	0	0	0	0
Asian - Indian (Inc.Scottish/British)	4	0.42	1	0.26	0	0
Asian - Other (Inc.Scottish/British)	0	0	0	0	0	0
Asian - Pakistani (Inc.Scottish/British)	1	0.11	0	0	0	0
Black - (Inc.Scottish/British)	0	0	0	0	0	0
Caribbean - (Inc.Scottish/British)	0	0	0	0	0	0
Caribbean or Black (Other)	0	0	0	0	0	0
Other - Arab (Inc.Scottish/British)	1	0.11	0	0	0	0
White - Eastern European (eg Polish)	15	1.58	8	2.10	1	0.79
White - Gypsy/Traveller	0	0	0	0	0	0
White - Irish	10	1.05	0	0	0	0
White - Other British	45	4.74	22	5.76	8	6.30
White - Other white ethnic group	7	0.74	2	0.52	1	0.79
White - Scottish	833	87.78	337	88.22	113	88.98
Prefer not to say	8	0.84	5	1.31	3	2.36
Unknown	7	0.74	2	0.52	1	0.79
<b>Total</b>	<b>949</b>	<b>100</b>	<b>382</b>	<b>100</b>	<b>127</b>	<b>100</b>

### 3.3 DISABILITY

#### 3.3.1 Applicants for Promotion 1 January 2019 – 31 December 2019 by Disability

DISABILITY	Applicants for Employment (1,179)		Selected for Interview (584)		Successful Appointments (178)	
	No.	%	No.	%	No.	%
Disabled	48	4.07	22	3.77	4	2.25

#### 3.3.2 Applicants for Promotion 1 January 2020 – 31 December 2020 by Disability

DISABILITY	Applicants for Employment (949)		Selected for Interview (382)		Successful Appointments (127)	
	No.	%	No.	%	No.	%
Disabled	31	3.27	15	3.93	3	2.36

#### 3.3.3 Applicants for Promotion 1 January 2019 – 31 December 2019 by Disability Type

DISABILITY TYPE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Learning Disability	19	39.58	7	31.82	0	0
Longstanding Illness	16	33.33	10	45.45	3	75.00
Mental Health Condition	1	2.08	0	0	0	0
Physical Impairment	7	14.58	4	18.18	1	25.00
Sensory Impairment	0	0	0	0	0	0
Other	1	2.08	0	0	0	0
Prefer Not to Say	1	2.08	1	4.55	0	0
Unknown	3	6.25	0	0	0	0
<b>Total</b>	<b>48</b>	<b>100</b>	<b>22</b>	<b>100</b>	<b>4</b>	<b>100</b>

#### 3.3.4 Applicants for Promotion 1 January 2020 – 31 December 2020 by Disability Type

DISABILITY TYPE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Learning Disability	22	70.97	8	53.33	0	0
Longstanding Illness	3	9.68	3	20	2	66.67
Mental Health Condition	0	0	0	0	0	0
Physical Impairment	2	6.45	2	13.33	0	0
Sensory Impairment	0	0	0	0	0	0
Other	3	9.68	1	6.67	0	0
Prefer Not to Say	0	0	0	0	0	0
Unknown	1	3.23	1	6.67	1	33.33
<b>Total</b>	<b>31</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>3</b>	<b>100</b>

### 3.4 AGE

#### 3.4.1 Age Profile of Applicants for Promotion 1 January 2019 – 31 December 2019

AGE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Under 21	15	1.27	3	0.51	0	0
21-30	167	14.16	68	11.64	24	13.48
31-40	349	29.60	162	27.74	49	27.53
41-50	372	31.55	212	36.30	63	35.39
51-60	257	21.80	128	21.92	38	21.35
61 plus	18	1.53	11	1.88	4	2.25
Not known	1	0.08	0	0	0	0
<b>Total</b>	<b>1,179</b>	<b>100</b>	<b>584</b>	<b>100</b>	<b>178</b>	<b>100</b>

#### 3.4.2 Age Profile of Applicants for Promotion 1 January 2020 – 31 December 2020

AGE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Under 21	21	2.21	6	1.57	2	1.57
21-30	164	17.28	56	14.66	16	12.60
31-40	339	35.72	119	31.15	38	29.92
41-50	292	30.77	137	35.86	44	34.65
51-60	115	12.12	54	14.14	23	18.11
61 plus	11	1.16	6	1.57	3	2.36
Not known	7	0.74	4	1.95	1	0.79
<b>Total</b>	<b>949</b>	<b>100</b>	<b>382</b>	<b>100</b>	<b>127</b>	<b>100</b>

### 3.5 SEXUAL ORIENTATION

#### 3.5.1 Applicants for Promotion 1 January 2019 – 31 December 2019 by Sexual Orientation

SEXUAL ORIENTATION	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Bisexual	3	0.25	2	0.34	1	0.56
Gay/Lesbian	20	1.70	7	1.20	3	1.69
Heterosexual/Straight	1,121	95.08	556	95.21	171	96.07
Unknown	4	0.34	3	0.51	1	0.56
Prefer Not to Say	31	2.63	16	2.74	2	1.12
Other	0	0	0	0	0	0
<b>Total</b>	<b>1,179</b>	<b>100</b>	<b>584</b>	<b>100</b>	<b>178</b>	<b>100</b>

### 3.5.2 Applicants for Promotion 1 January 2020 – 31 December 2020 by Sexual Orientation

SEXUAL ORIENTATION	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Bisexual	4	0.42	0	0	0	0
Gay/Lesbian	22	2.32	10	2.62	4	3.15
Heterosexual/Straight	902	95.05	363	95.03	120	94.49
Unknown	0	0	0	0	0	0
Prefer Not to Say	21	2.21	9	2.36	3	2.36
Other	0	0	0	0	0	0
<b>Total</b>	<b>949</b>	<b>100</b>	<b>382</b>	<b>100</b>	<b>127</b>	<b>100</b>

## 3.6 RELIGION OR BELIEF

### 3.6.1 Applicants for Promotion 1 January 2019 – 31 December 2019 by Religion or Belief

RELIGION OR BELIEF	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Buddhist	2	0.17	0	0	0	0
Church of Scotland	223	18.91	120	20.55	30	16.85
Hindu	0	0	0	0	0	0
Humanist	5	0.42	3	0.51	1	0.56
Jewish	0	0	0	0	0	0
Muslim	15	1.27	7	1.20	3	1.69
None	553	46.90	274	46.92	95	53.37
Other Christian	65	5.51	28	4.79	8	4.49
Other Religion/Belief	24	2.04	11	1.88	1	0.56
Pagan	2	0.17	0	0	0	0
Roman Catholic	213	18.07	101	17.29	28	15.73
Sikh	0	0	0	0	0	0
Prefer Not to Say	67	5.68	32	5.48	5	2.81
Unknown	10	0.85	8	1.37	7	3.93
<b>Total</b>	<b>1,179</b>	<b>100</b>	<b>584</b>	<b>100</b>	<b>178</b>	<b>100</b>

### 3.6.2 Applicants for Promotion 1 January 2020 – 31 December 2020 by Religion or Belief

RELIGION OR BELIEF	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Buddhist	1	0.11	0	0	0	0
Church of Scotland	159	16.75	70	18.32	24	18.90
Hindu	2	0.21	0	0	0	0
Humanist	14	1.48	2	0.52	0	0
Jewish	0	0	0	0	0	0
Muslim	5	0.53	0	0	0	0
None	458	48.26	180	47.12	59	46.46
Other Christian	52	5.48	27	7.07	6	4.72
Other Religion/Belief	5	0.53	4	1.05	0	0
Pagan	0	0	0	0	0	0
Roman Catholic	191	20.13	84	21.99	32	25.20
Sikh	0	0	0	0	0	0
Prefer Not to Say	52	5.48	13	3.40	5	3.94
Unknown	10	1.05	2	0.52	1	0.79
<b>Total</b>	<b>949</b>	<b>100</b>	<b>382</b>	<b>100</b>	<b>127</b>	<b>100</b>

## 3.7 CARING RESPONSIBILITIES

### 3.7.1 Applicants for Promotion 1 January 2019 – 31 December 2019 by Caring Responsibilities

CARING RESPONSIBILITIES	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes (Children under 18)	554	46.99	290	49.66	88	49.44
Yes (Other)	43	3.65	21	3.60	3	1.69
No	575	48.77	271	46.40	86	48.31
Prefer Not to Say	6	0.51	2	0.34	1	0.56
Unknown	1	0.08	0	0	0	0
<b>Total</b>	<b>1,179</b>	<b>100</b>	<b>584</b>	<b>100</b>	<b>178</b>	<b>100</b>

### 3.7.2 Applicants for Promotion 1 January 2020 – 31 December 2020 by Caring Responsibilities

CARING RESPONSIBILITIES	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes (Children under 18)	480	50.58	195	51.05	62	48.82
Yes (Other)	26	2.74	11	2.88	3	2.36
No	423	44.57	167	43.72	60	47.24
Prefer Not to Say	7	0.74	4	1.05	0	0
Unknown	13	1.37	5	1.31	2	1.57
<b>Total</b>	<b>949</b>	<b>100</b>	<b>382</b>	<b>100</b>	<b>127</b>	<b>100</b>

### 3.8 GENDER IDENTITY

#### 3.8.1 Applicants for Promotion 1 January 2019 – 31 December 2019 by Gender Identity

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

GENDER IDENTITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes	1	0.08	0	0	0	0
No	1,167	98.98	576	98.63	178	100
Prefer Not to Say	8	0.68	5	0.86	0	0
Unknown	3	0.25	3	0.51	0	0
<b>Total</b>	<b>1,179</b>	<b>100</b>	<b>584</b>	<b>100</b>	<b>178</b>	<b>100</b>

#### 3.8.2 Applicants for Promotion 1 January 2020 – 31 December 2020 by Gender Identity

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

GENDER IDENTITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes	0	0	0	0	0	0
No	925	97.47	379	99.21	126	99.21
Prefer Not to Say	22	2.32	3	0.79	1	0.79
Unknown	2	0.21	0	0	0	0
<b>Total</b>	<b>949</b>	<b>100</b>	<b>382</b>	<b>100</b>	<b>127</b>	<b>100</b>

#### 4. EMPLOYEES APPLYING FOR AND RECEIVING TRAINING

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

##### 4.1 Employees who applied for and received training during period 1 January 2019 – 31 December 2019

<b>ETHNICITY</b>	<b>Number</b>	<b>Proportion (%)</b>
White – Scottish	2891	66.95
White - Other British	172	3.98
White – Irish	30	0.69
White - Gypsy/ Traveller	0	0
White - Eastern European (e.g. Polish)	10	0.23
White - Other ethnic group	75	1.74
Any mixed or multiple ethnic group	14	0.32
Pakistani, Pakistani Scottish/British	7	0.16
Indian, Indian Scottish/British	3	0.07
Bangladeshi, Bangladeshi Scottish/British	0	0
Chinese, Chinese Scottish/British	4	0.09
Other Asian	6	0.14
African, African Scottish/British	7	0.16
Other African	0	0
Caribbean, Caribbean Scottish/British	7	0.16
Black, Black Scottish/British	1	0.02
Other Caribbean or Black	0	0
Arab, Arab Scottish/British	0	0
Other Arab	0	0
Other	3	0.07
Prefer not to say	943	21.84
Unknown	145	3.36
<b>SEX</b>	<b>Number</b>	<b>Proportion (%)</b>
Female	2729	63.20
Male	1589	36.80
Unknown	0	0
<b>DISABILITY</b>	<b>Number</b>	<b>Proportion (%)</b>
Number of Disabled Employees	88	2.04
<b>AGE</b>	<b>Number</b>	<b>Proportion (%)</b>
Under 21	43	1.00
21 - 30	543	12.58
31 - 40	788	18.25
41 - 50	1027	23.78
51 - 60	1389	32.17
61 plus	528	12.23
Unknown	0	0



<b>SEXUAL ORIENTATION</b>	Number	Proportion (%)
Bisexual	18	0.42
Gay/Lesbian	40	0.93
Heterosexual/Straight	1776	41.13
Prefer Not to Say	67	1.55
Unknown	2417	55.97
<b>RELIGION OR BELIEF</b>	Number	Proportion (%)
Buddhist	3	0.07
Church of Scotland	333	7.71
Hindu	0	0.00
Humanist	9	0.21
Jewish	1	0.02
Muslim	5	0.12
None	726	16.81
Other Christian	69	1.60
Other Religion/Belief	11	0.25
Pagan	5	0.12
Roman Catholic	207	4.79
Sikh	1	0.02
Prefer Not to Say	65	1.51
Unknown	2883	66.77
<b>CARING RESPONSIBILITY</b>	Number	Proportion (%)
No	699	16.19
Yes (children under 18)	477	11.05
Yes (other)	68	1.57
Prefer Not to Say	30	0.69
Unknown	3044	70.50
<b>GENDER IDENTITY</b>	Number	Proportion (%)
Yes	0	0
No	628	14.54
Prefer Not to Say	19	0.44
Unknown	3671	85.02

#### 4.2 Employees who applied for and received training during period 1 January 2020 – 31 December 2020

<b>ETHNICITY</b>	<b>Number</b>	<b>Proportion (%)</b>
White – Scottish	1349	65.84
White - Other British	70	3.42
White – Irish	9	0.44
White - Gypsy/ Traveller	0	0
White - Eastern European (e.g. Polish)	5	0.24
White - Other ethnic group	29	1.42
Any mixed or multiple ethnic group	5	0.24
Pakistani, Pakistani Scottish/British	1	0.05
Indian, Indian Scottish/British	1	0.05
Bangladeshi, Bangladeshi Scottish/British	0	0
Chinese, Chinese Scottish/British	2	0.10
Other Asian	3	0.15
African, African Scottish/British	3	0.15
Other African	0	0
Caribbean, Caribbean Scottish/British	5	0.24
Black, Black Scottish/British	0	0
Other Caribbean or Black	0	0
Arab, Arab Scottish/British	0	0
Other Arab	0	0
Other	2	0.10
Prefer not to say	474	23.13
Unknown	91	4.44
<b>SEX</b>	<b>Number</b>	<b>Proportion (%)</b>
Female	1022	49.88
Male	1027	50.12
Unknown	0	0
<b>DISABILITY</b>	<b>Number</b>	<b>Proportion (%)</b>
Number of Disabled Employees	41	2.00
<b>AGE</b>	<b>Number</b>	<b>Proportion (%)</b>
Under 21	34	1.66
21 - 30	237	11.57
31 - 40	325	15.86
41 - 50	462	22.55
51 - 60	719	35.09
61 plus	272	13.27
Unknown	0	0
<b>SEXUAL ORIENTATION</b>	<b>Number</b>	<b>Proportion (%)</b>
Bisexual	8	0.39
Gay/Lesbian	8	0.39
Heterosexual/Straight	775	37.82
Prefer Not to Say	20	0.98
Unknown	1238	60.42

<b>RELIGION OR BELIEF</b>	<b>Number</b>	<b>Proportion (%)</b>
Buddhist	1	0.05
Church of Scotland	169	8.25
Hindu	1	0.05
Humanist	2	0.10
Jewish	0	0.00
Muslim	3	0.15
None	305	14.89
Other Christian	21	1.02
Other Religion/Belief	10	0.49
Pagan	1	0.05
Roman Catholic	78	3.81
Sikh	0	0.00
Prefer Not to Say	10	0.49
Unknown	1448	70.67
<b>CARING RESPONSIBILITY</b>	<b>Number</b>	<b>Proportion (%)</b>
No	295	14.40
Yes (children under 18)	196	9.57
Yes (other)	37	1.81
Prefer Not to Say	10	0.49
Unknown	1511	73.74
<b>GENDER IDENTITY</b>	<b>Number</b>	<b>Proportion (%)</b>
Yes	1	0.05
No	268	13.08
Prefer Not to Say	14	0.68
Unknown	1766	86.19

## 5. GRIEVANCE, DISCIPLINE AND BULLYING & HARASSMENT

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

### 5.1 Grievance Procedures, Disciplinary Procedures and Bullying & Harassment Complaints for period 1 January 2019 – 31 December 2019

	Grievance		Disciplinary		Bullying & Harassment	
<b>ETHNICITY</b>	No.	%	No.	%	No.	%
White – Scottish	11	57.89	51	76.12	3	100
White - Other British	1	5.26	1	1.49		
White – Irish			1	1.49		
White - Gypsy/ Traveller						
White - Eastern European (e.g. Polish)						
White - Other ethnic group						
Any mixed or multiple ethnic group						
Pakistani, Pakistani Scottish/British						
Indian, Indian Scottish/British						
Bangladeshi, Bangladeshi Scottish/British						
Chinese, Chinese Scottish/British						
Other Asian						
African, African Scottish/British						
Other African						
Caribbean, Caribbean Scottish/British						
Black, Black Scottish/British						
Other Caribbean or Black						
Arab, Arab Scottish/British						
Other Arab						
Other						
Prefer not to say	6	31.58	11	16.42		
Unknown	1	5.26	3	4.48		
<b>SEX</b>	No.	%	No.	%	No.	%
Female	9	47.37	29	43.28		
Male	10	52.63	37	55.22	3	100
Unknown			1	1.49		
<b>DISABILITY</b>	No.	%	No.	%	No.	%
Number of Disabled Employees			1	1.49		
<b>AGE</b>	No.	%	No.	%	No.	%
Under 21						
21 – 30			10	14.93	1	33.33
31 – 40	1	5.26	8	11.94		
41 – 50	3	15.79	26	38.81	1	33.33
51 – 60	11	57.89	14	20.90	1	33.33
61 plus	4	21.05	8	11.94		
Unknown			1	1.49		

<b>SEXUAL ORIENTATION</b>	No.	%	No.	%	No.	%
Bisexual						
Gay/Lesbian			1	1.49		
Heterosexual/Straight			10	14.93	1	33.33
Prefer Not to Say			2	2.99		
Unknown	19	100	54	80.60	2	66.67
<b>RELIGION OR BELIEF</b>	No.	%	No.	%	No.	%
Buddhist						
Church of Scotland	1	5.26	3	4.487	1	33.33
Hindu						
Humanist						
Jewish						
Muslim						
None			4	5.97		
Other Christian			2	2.99		
Other Religion/Belief						
Pagan						
Roman Catholic			3	4.48		
Sikh						
Prefer Not to Say						
Unknown	18	94.74	55	82.09	2	66.67
<b>CARING RESPONSIBILITY</b>						
No	3	15.79	17	25.37	1	33.33
Yes (children under 18)	2	10.53	2	2.99		
Yes (other)	2	10.53	3	4.48		
Prefer Not to Say						
Unknown	12	63.16	45	67.16	2	66.67
<b>GENDER IDENTITY</b>						
Yes						
No			4	5.97		
Prefer Not to Say						
Unknown	19	100	63	94.03	3	100

## 5.2 Grievance Procedures, Disciplinary Procedures and Bullying & Harassment Complaints for period 1 January 2020 – 31 December 2020

	Grievance		Disciplinary		Bullying & Harassment	
<b>ETHNICITY</b>	No.	%	No.	%	No.	%
White – Scottish	11	57.89	51	76.12	2	66.67
White - Other British	1	5.26	1	1.49		
White – Irish			1	1.49		
White - Gypsy/ Traveller						
White - Eastern European (e.g. Polish)						
White - Other ethnic group						
Any mixed or multiple ethnic group						
Pakistani, Pakistani Scottish/British						
Indian, Indian Scottish/British						
Bangladeshi, Bangladeshi Scottish/British						
Chinese, Chinese Scottish/British						
Other Asian						
African, African Scottish/British						
Other African						
Caribbean, Caribbean Scottish/British						
Black, Black Scottish/British						
Other Caribbean or Black						
Arab, Arab Scottish/British						
Other Arab						
Other						
Prefer not to say	6	31.58	11	16.42	1	33.33
Unknown	1	5.26	3	4.48		
<b>SEX</b>	No.	%	No.	%	No.	%
Female	4	80.00	21	45.65	2	66.67
Male	1	20.00	24	52.17	1	33.33
			1	2.17		
<b>DISABILITY</b>	No.	%	No.	%	No.	%
Number of Disabled Employees						
<b>AGE</b>	No.	%	No.	%	No.	%
Under 21			1	2.17		
21 – 30			8	17.39		
31 – 40	1	20	8	17.39		
41 – 50	1	20	7	15.22	2	66.67
51 – 60	2	40	16	34.78	1	33.33
61 plus	1	20	5	10.87		
Unknown			1	2.17		
<b>SEXUAL ORIENTATION</b>	No.	%	No.	%	No.	%
Bisexual						
Gay/Lesbian						
Heterosexual/Straight	2	40.00	2	4.35		
Prefer Not to Say					1	33.33
Unknown	3	60.00	44	95.65	2	66.67

<b>RELIGION OR BELIEF</b>	No.	%	No.	%	No.	%
Buddhist						
Church of Scotland	1	20.00	1	2.17		
Hindu						
Humanist						
Jewish						
Muslim						
None			1	2.17	1	33.33
Other Christian						
Other Religion/Belief						
Pagan						
Roman Catholic			1	2.17		
Sikh						
Prefer Not to Say					1	33.33
Unknown	4	80.00	43	93.48	1	33.33
<b>CARING RESPONSIBILITY</b>						
No	2	40.00	6	13.04		
Yes (children under 18)			3	6.52		
Yes (other)			1	2.17		
Prefer Not to Say			1	2.17		
Unknown	3	60.00	35	76.09	3	100
<b>GENDER IDENTITY</b>						
Yes						
No			1	2.17		
Prefer Not to Say					1	33.33
Unknown	5	100	45	97.83	2	66.67

## 6. EMPLOYEES LEAVING EMPLOYMENT

### 6.1 Employees leaving employment during period 1 January 2019 – 31 December 2019

<b>ETHNICITY</b>	<b>Number</b>	<b>Proportion (%)</b>
White – Scottish	516	65.40
White - Other British	42	5.32
White – Irish	7	0.89
White - Gypsy/ Traveller		
White - Eastern European (e.g. Polish)	4	0.51
White - Other ethnic group	21	2.66
Any mixed or multiple ethnic group	3	0.38
Pakistani, Pakistani Scottish/British	1	0.13
Indian, Indian Scottish/British		
Bangladeshi, Bangladeshi Scottish/British		
Chinese, Chinese Scottish/British	1	0.13
Other Asian		
African, African Scottish/British	5	0.63
Other African		
Caribbean, Caribbean Scottish/British		
Black, Black Scottish/British		
Other Caribbean or Black		
Arab, Arab Scottish/British		
Other Arab		
Other		
Prefer not to say	145	18.38
Unknown	44	5.58
<b>SEX</b>	<b>Number</b>	<b>Proportion (%)</b>
Female	460	58.30
Male	329	41.70
<b>DISABILITY</b>	<b>Number</b>	<b>Proportion (%)</b>
Number of Disabled Employees	24	3.04
<b>AGE</b>	<b>Number</b>	<b>Proportion (%)</b>
Under 21	14	1.77
21 – 30	154	19.52
31 – 40	144	18.25
41 – 50	143	18.12
51 – 60	155	19.65
61 plus	179	22.69
<b>SEXUAL ORIENTATION</b>	<b>Number</b>	<b>Proportion (%)</b>
Bisexual	5	0.63
Gay/Lesbian	15	1.90
Heterosexual	387	49.05
Prefer Not to Say	14	1.77
Unknown	368	46.64
Other	0	0



<b>RELIGION OR BELIEF</b>	Number	Proportion (%)
Buddhist	1	0.13
Church of Scotland	51	6.46
Hindu		
Humanist		
Jewish	2	0.25
Muslim	1	0.13
None	167	21.17
Other Christian	26	3.30
Other Religion/Belief	1	0.13
Pagan	1	0.13
Roman Catholic	55	6.97
Sikh		
Prefer Not to Say	19	2.41
Unknown	465	58.94
<b>CARING RESPONSIBILITY</b>	Number	Proportion (%)
No	178	22.56
Yes (children under 18)	84	10.65
Yes (other)	18	2.28
Prefer Not to Say	8	1.01
Unknown	501	63.50
<b>GENDER IDENTITY</b>	Number	Proportion (%)
Yes	0	0
No	114	14.45
Prefer Not to Say	1	0.13
Unknown	674	85.42

## 6.2 Employees leaving employment during period 1 January 2020 – 31 December 2020

<b>ETHNICITY</b>	Number	Proportion (%)
White – Scottish	343	60.39
White - Other British	27	4.75
White – Irish	5	0.88
White - Gypsy/ Traveller		
White - Eastern European (e.g. Polish)	2	0.35
White - Other ethnic group	10	1.76
Any mixed or multiple ethnic group	1	0.18
Pakistani, Pakistani Scottish/British		
Indian, Indian Scottish/British	3	0.53
Bangladeshi, Bangladeshi Scottish/British		
Chinese, Chinese Scottish/British		
Other Asian		
African, African Scottish/British		
Other African		
Caribbean, Caribbean Scottish/British		
Black, Black Scottish/British		
Other Caribbean or Black		
Arab, Arab Scottish/British		
Other Arab		
Other	1	0.18
Prefer not to say	108	19.01
Unknown	68	11.97
<b>SEX</b>	Number	Proportion (%)
Female	417	73.42
Male	151	26.58
<b>DISABILITY</b>	Number	Proportion (%)
Number of Disabled Employees	2	0.35
<b>AGE</b>	Number	Proportion (%)
Under 21	2.29	2.29
21 – 30	15.32	15.32
31 – 40	18.49	18.49
41 – 50	17.08	17.08
51 – 60	24.30	24.30
61 plus	22.54	22.54
<b>SEXUAL ORIENTATION</b>	Number	Proportion (%)
Bisexual		
Gay/Lesbian	1	0.18
Heterosexual	65	11.44
Prefer Not to Say	3	0.53
Unknown	499	87.85
Other		

<b>RELIGION OR BELIEF</b>	<b>Number</b>	<b>Proportion (%)</b>
Buddhist		
Church of Scotland	10	1.76
Hindu	1	0.18
Humanist		
Jewish		
Muslim		
None	37	6.51
Other Christian	2	0.35
Other Religion/Belief		
Pagan		
Roman Catholic	5	0.88
Sikh	1	0.18
Prefer Not to Say	4	0.70
Unknown	508	89.44
<b>CARING RESPONSIBILITY</b>	<b>Number</b>	<b>Proportion (%)</b>
No	21	3.70
Yes (children under 18)	9	1.58
Yes (other)		
Prefer Not to Say		
Unknown	538	94.72
<b>GENDER IDENTITY</b>	<b>Number</b>	<b>Proportion (%)</b>
Yes	0	0
No	25	4.4
Prefer Not to Say	0	0
Unknown	543	95.60

### 6.3 Reasons for leaving during period 1 January 2019 – 31 December 2019

	Deceased	Dismissed - capability	Dismissed – misconduct	ERVS	End of Contract	Ill Health Retirement	Leaving Area	Other Employment	Other reasons not disclosed	Personal Reasons	Redundancy	Retirement	Totals
<b>ETHNICITY</b>													
White Scottish	6	15	2	25	68	17	8	167	44	47	34	83	516
White Other British		2			5	1	1	18	1	6		8	42
White Irish		1					1	2		1	1	1	7
White Gypsy/Traveller													
White Eastern European					1			3					4
White Other Ethnic Group		1			2	1	2	8		4		3	21
Any Mixed or Multiple ethnic group					2			1					3
Pakistani, Pakistani Scottish/British					1								1
Indian, Indian Scottish/British													
Bangladeshi, Bangladeshi Scottish/British													
Chinese, Chinese Scottish/British							1						1
Other Asian													
African, African Scottish/British					1			2	1	1			5
Other African													
Caribbean, Caribbean Scottish/British													
Black, Black Scottish/British													
Other Caribbean or Black													
Arab, Arab Scottish or Arab British													
Other Arab													
Other													
Prefer not to say	4	5	3	5	12	8	1	45	10	22	7	23	145
Unknown					15		1	17	6	5			44

	Deceased	Dismissed - capability	Dismissed – misconduct	ERVS	End of Contract	Ill Health Retirement	Leaving Area	Other Employment	Other reasons not disclosed	Personal Reasons	Redundancy	Totals
<b>SEX</b>												
Female	6	16	2	14	42	16	13	155	45	58	15	460
Male	4	8	3	16	65	11	2	103	17	28	27	329
<b>DISABILITY</b>												
Number of Disabled Employees					5	3		9	2	2	1	24
<b>AGE</b>												
Under 21								3	2	2		14
21 – 30		3	1		45		9	70	11	15		154
31 – 40		2	1		17		4	81	14	25		144
41 – 50	4	7	1	17	20	2	1	74	10	20	3	143
51 – 60	2	7		14	13	16	1	32	14	15	22	155
61 plus	4	5	2	15	5	9		3	11	9	17	179
<b>SEXUAL ORIENTATION</b>												
Bisexual					3			1		1		5
Gay/Lesbian					3			10		2		15
Heterosexual/Straight	3	9		5	75	3	12	165	36	48	16	387
Prefer Not to Say				1	4	1		4		1	1	14
Unknown	7	24	5	24	22	3		83	26	34	25	368
<b>RELIGION/BELIEF</b>												
Buddhist		1										1
Church of Scotland	1			1	10		1	13	4	8	4	51
Hindu												
Humanist												
Jewish								2				2
Muslim					1							1
None	1	1		2	43	1	6	63	20	22	5	167
Other Christian					3	1	2	14	3	3		26
Other Religion/Belief												1
Pagan					1	1						1
Roman Catholic		1		2	14	1	1	21	3	9	2	55
Sikh												
Prefer Not to Say				1	8			6	2		2	19
Unknown	8	21	5	24	27	23	5	144	30	44	29	465

	Deceased	Dismissed - capability	Dismissed – misconduct	ERVS	End of Contract	Ill Health Retirement	Leaving Area	Other Employment	Other reasons not disclosed	Personal Reasons	Redundancy	Retirement	Totals
<b>CARING RESPONSIBILITY</b>													
No		1		4	53		6	66	16	20	7	5	178
Yes (children under 18)	1	1		1	15	1	1	31	11	15	3	4	84
Yes (other)					5	1		4		1	3	4	18
Prefer Not to Say				1	1			1	1		3		8
Unknown	8	22	5	24	33	25	8	161	34	50	26	105	501
<b>GENDER IDENTITY</b>													
Yes													
No				1	40		4	30	18	16	2	3	114
Prefer Not to Say					1								1
Unknown	10	24	5	29	66	27	11	233	44	70	40	115	674

#### 6.4 Reasons for leaving during period 1 January 2020 – 31 December 2020

	Deceased	Dismissed - capability	Dismissed – misconduct	ERVS	End of Contract	Ill Health Retirement	Leaving Area	Other Employment	Other reasons not disclosed	Personal Reasons	Redundancy	Retirement	Totals
<b>ETHNICITY</b>													
White Scottish	5	22	2	7	25	12	8	108	64	7		83	343
White Other British		1			2	1	3	9	4	1		6	27
White Irish				1				2	1			1	5
White Gypsy/Traveller													
White Eastern European									2				2
White Other Ethnic Group	1	1		1	1			1	3	1		1	10
Any Mixed or Multiple ethnic group								1					1
Pakistani, Pakistani Scottish/British													
Indian, Indian Scottish/British								2	1				3
Bangladeshi, Bangladeshi Scottish/British													
Chinese, Chinese Scottish/British													
Other Asian													
African, African Scottish/British													
Other African													
Caribbean, Caribbean Scottish/British													
Black, Black Scottish/British													
Other Caribbean or Black													
Arab, Arab Scottish or Arab British													
Other Arab													
Other								1					1
Prefer not to say	3	7		6	1	6	6	38	22			19	108
Unknown					15		4	29	18	1		1	68

	Deceased	Dismissed - capability	Dismissed – misconduct	ERVS	End of Contract	Ill Health Retirement	Leaving Area	Other Employment	Other reasons not disclosed	Personal Reasons	Redundancy	Retirement	Totals
<b>SEX</b>													
Female	1	18	1	12	26	13	19	129	103	8		87	417
Male	8	13	1	3	18	6	2	62	12	2		24	151
<b>DISABILITY</b>													
Number of Disabled Employees					1		1						2
<b>AGE</b>													
Under 21					10			2		1			13
21 – 30		1			11		5	52	15	3			87
31 – 40		1	1		6		5	64	27	1			105
41 – 50	2	9		1	10	4	6	45	19	1			97
51 – 60	5	10	1	7	2	11	2	24	29	4		43	138
61 plus	2	10		7	5	4	3	4	25			68	128
<b>SEXUAL ORIENTATION</b>													
Bisexual													
Gay/Lesbian							1						1
Heterosexual/Straight					14		3	25	15	8			65
Prefer Not to Say			1		1			1					3
Unknown	9	31	1	15	29	19	17	165	100	2		111	499
<b>RELIGION/BELIEF</b>													
Buddhist													
Church of Scotland					2			3	5				10
Hindu								1					1
Humanist													
Jewish													
Muslim													
None					13		2	12	7	3			37
Other Christian							1		1				2
Other Religion/Belief													
Pagan													
Roman Catholic								2	1	2			5
Sikh									1				1
Prefer Not to Say													
Unknown	9	31	2	15	29	19	18	171	99	4		111	508



	Deceased	Dismissed - capability	Dismissed – misconduct	ERVS	End of Contract	Ill Health Retirement	Leaving Area	Other Employment	Other reasons not disclosed	Personal Reasons	Redundancy	Retirement	Totals
<b>CARING RESPONSIBILITY</b>													
No					3		2	10	1	5			21
Yes (children under 18)					3		1	4	1				9
Yes (other)													
Prefer Not to Say													
Unknown	9	31	2	15	38	19	18	177	113	5		111	538
<b>GENDER IDENTITY</b>													
Yes													
No					5		2	11	6	1			25
Prefer Not to Say													
Unknown	9	31	2	15	39	19	19	180	109	9		111	543



# **Corporate Equality Outcomes Progress Report 2019 – 2021**

Corporate Services

April 2021

## Corporate Equality Outcome Plan Progress







### Equality Outcome 1: Employability and skills opportunities are accessible to the communities of West Lothian

#### Context

Unemployment, particularly amongst young people, is a key priority for the Council. Statistics highlight the disproportionate number of young people not in employment, education or training in West Lothian compared against the total population. The ongoing economic situation is also having a disproportionate impact on other groups, specifically women, people with disabilities and people from black and ethnic minority backgrounds. Given the economic growth projections, this issue is likely to remain a key mainstream and equalities priority over the four year period of the equality outcome cycle.

#### Performance Information

The following are a selection of the performance indicators which have been developed to monitor progress of the actions which will support the delivery of Outcome 1.

Traffic Light Icon	Code & Short Name	Last Update	Current Value	Current Target
	CorEO001a % of residents supported by West Lothian Council Employability services who progress into a positive destination who have a disability	2019/20	6.9%	7%
	CorEO001b % of residents supported by West Lothian Council Employability Services that progress into a positive destination (of an Ethnic Minority)	2019/20	4.3%	4.6%
	P:EDCYS062_9b.1b The annual percentage of More Choices More Chances (MCMC) young people supported moving into a positive destination.	2019/20	86%	92%
	OPSHQ016_7b.7 Percentage of females who are part of the Modern Apprentice (trades) scheme	2020/21	4%	4%
	OPSHQ018_7b.7 Percentage of females who are part of the Modern Apprentice (non-trades) scheme	2020/21	28.6%	45%
	CP:EDR028_9a.2a Number of Steps N2 Work Wage Subsidy places created	2019/20	64	70

**Note, from supporting commentary, given the red status:**

More Choices More Chances Performance in 2019/20 was 86%. The service has performed well over the past four years, but experienced a drop in performance by six percentage points from 92% in 2018/19 to 86% in 2019/20. Performance has been impacted by staff capacity as well as there being fewer opportunities locally for young people to progress onto. The service aims to improve performance and has set a target of 88% positive destinations for 2020/21; this takes into account further staff changes.

Modern Apprenticeships (MA) - The reduction of the percentage of females in 2020/21 who are part of the MA scheme is due to the council not recruiting any new MAs because of the Covid-19 pandemic and existing MAs completing the scheme.

## Our Action

The Council has undertaken a number of activities in working towards achieving the desired outcome. These include:

The **Modern Apprenticeship Programme** aims to increase equality of opportunity by attracting a more diverse pool of applicants and support those with protected characteristic whilst in employment. In working towards this aim the council has continued to offer additional support to young people through programmes such as the **Skills Training Programme**, the **West Lothian Job Fund**, **Access to Employment/Steps into Work** and **Adult Basic Education**. These programmes offer young people the opportunity for work experience, training, recruitment process support and learning opportunities (including literacy, numeracy and digital learning)

During 2019/20 the council engaged with pupils from disadvantaged backgrounds, pupils needing supported learning, looked-after children, and young carers in the following ways:

**My Skills My Future Programme:** This is a suite of resources which aims to support individuals by identifying the skills they have gained through informal learning and other experiences out with formal qualifications. These skills are then benchmarked against SCQF so individuals can see the level of their learning and start to plan for the future. On the 31<sup>st</sup> March 2020 a total of 27 individuals have been trained to take the programme forward with pupils across West Lothian schools.

**The Career Ready Programme** was piloted in 3 schools in 2016 and has continued to be rolled out across other schools in West Lothian. To date Career Ready has worked with around 58 employers in West Lothian. 30 organisations supported the 2019-2021 cohort and canvassing is underway for the 2020-22 cohort. The programme aims to bridge the skills gap, improve young people's life chances, and provide a talent pipeline for local employers. This is done through the provision of a combined programme of mentoring, workplace visits and masterclasses, enabling young people aged 15-18 to develop skills and confidence to transition from education to employment.

In the 2019 **National Careers Week and National Apprenticeship Week** council advisers, West Lothian College, local employers and 3<sup>rd</sup> Sector were part of a programme delivering mock interviews. This support has continued throughout the year to schools by the Employability Team and feedback has shown that this experience has been very positive for the young people and interviewers. Young people felt that the exercise gave them confidence and the opportunity to recognise their achievements and experiences. During 2019/2020 7 secondary schools were enrolled in the programme with over 70 students taking part.

As part of the National Apprenticeship Week – advisers took part in the Apprenticeship Showcase on the 5<sup>th</sup> March at West Lothian College and delivered a presentations to West Lothian College and schools, that promoted the benefits of undertaking typically non-traditional roles such as girls in construction and the opportunities of council apprenticeship in Trades, Building Services, Land Services and Council Wide Apprenticeships. Advisers have also attended Internal Hub meetings at Cedarbank ASN School to assist in directing them to services and initiatives to help reach positive destinations. The council has been working closely with Skills Development Scotland (SDS) equality representative to identify possibly improvements within the MA programme.

Part of the toolkit has been incorporated into **Access 2 Employment Transferable Skills Workshop** and delivered throughout the year by the Employability team. The toolkit was also delivered to a group of Syrian Refugees who took part in Women N2 Work programme

Resources to increase knowledge of equalities have continued to be developed and reviewed with partners such as Skills Development Scotland. Ongoing training organised through SDS has increased knowledge of equalities and diversity/protected characteristics

Resources available to staff include:

Skills Development Scotland's [Guide to Engaging BME Communities](#)

Additional Support Needs resource guide is available to staff:

[ASN Resource Guides](#)

Delivery of **Women N2 Work**, a 6 week course for women from disadvantaged groups including long-term unemployed, lone parents, women living with health problems or those who have had life changing issues. The course aims to improve access to employment by developing the self-esteem, confidence, motivation, personal/career goals, skills and education of the participants. During 2019 and 2020, 5 courses were delivered to 42 women, 42 of whom completed the course achieving 1 SVQ award and 36 completed 2 SQA awards. Ten participants progressed in to employment and 26 continued to other positive destinations for instance I.T. training.

The women undertook a FORT personal development plan prior to referral onto this training provision. Many of the women who attended were in their mid-40's and had not worked or had been away from the labour market for a significant number of years. Confidence was an issue for many, as was awareness of the labour market and how to access and apply for employment.

A discrete Women N2 Work course was provided for local Syrian refugees. Delivered in partnership with the Council's Housing team, eleven women started the course and achieved their wellbeing award with a further eight going on to achieve the SQA Level 3 Employability award. Supported by ESOL and a translator, the women also significantly improved language and communication skills, cultural awareness and the programme was nominated for a COSLA Award. It also featured in a Home Office video, highlighting best practice in support for our refugee community. When developing the course, tutors engaged with the Scottish Refugee Counsel to identify best practice, and ensured guest speakers were appropriate and supportive.

As a result of the success of the Women n2 Work programme and impact on the clients, the service developed a Men n2 Work course in 2019 which provide support to men who were further from the labour market and need support.

Supporting clients into work, education or training through the **Access 2 Employment More Choices More Chances** scheme. The scheme supports clients through training, workshops, one-2-one advice and information on job / education opportunities. Services have focused support on clients with multiple barriers. In 2019/20 6.9 % (target 7%) of employability clients that progressed into a positive destination had a disability and 4.3% (target 9%) were from an ethnic minority background. It is expected that more clients are from an ethnic minority background, but a quarter of clients did not specify their ethnicity.

The **Skills Training Programme** is open to 16 to 19 year old schools leavers who need support to move into employment or training. They have 26 weeks

work experience 4 days a week in a placement within council services, plus a day of self-development and employability training. This gives young people the opportunity to gain the vocational and personal skills required to progress onto further education, training or into work.

An Activity Agreement can be a learning option for a young person aged 16-19, (up to their 20th birthday) who is regarded as being the farthest from the labour market. An Activity Agreement is a learning contract between a trusted professional and a young person who faces barriers to progression. The learning is tailored to their individual needs. In the reporting period, 17 young people have been referred to and engaged in an Activity Agreement. 16 young people have progressed beyond an Activity Agreement, 15 of who have moved to a positive destination (94%).

The service moved to an alternative model of support for young coaches and introduced the Coach Academy West Lothian programme in 2018-19. This has resulted in a greater number of secondary pupils actively supporting the delivery of activity whilst holding a sporting qualification. The programme also provides a greater range of training and support for pupils and provides them with placement opportunities to put newfound knowledge and skills into practice.

Keyworkers support the hardest to reach young people (those requiring more choices more chances interventions) to access further education, training or employment; and in many cases this can take up to a year or more. The Keyworkers provide intensive support to identified young people and cover all eleven mainstream secondary schools, as well as exceptional entrants, attending West Lothian College. Keyworkers also support those young people who are participating in post school employability programmes delivered by the service; Skills Training Programme and HYPE Learning Agreements.

From 1 April 2019 to 31 March 2020, 215 young people have been actively engaging with Keyworkers. 184 out of 215 progressed to positive destinations (86%). 247 youth awards were achieved by the young people participating in these group work programmes. All Inclusion Wellbeing Service programmes are geared towards supporting children and young people to develop skills for learning, life and work with pathways onto positive destinations. All programmes in the secondary side of the service offer a pathway onto a positive destination.

The council continues to work with Skills Development Scotland equality officer to establish improvement plan.

West Lothian equality summary attached,

<https://www.skillsdevelopmentscotland.co.uk/media/45969/west-lothian.pdf>

Through COVID-19 a huge move towards digital learning and improving employability skills through digital learning was developed in March 2020. All schools moved to online learning platforms and have continued to develop their skills through this and the landscape of the working world moving forward.

An 'Agile Learning' model is also being implemented across schools to remove barriers of learning. Organisational Development are in the process of working with the digital transformation team to create a Webpage/App that gives the additional support needed to complete the training programme successfully.

**Project Search** is an innovative employability partnership for young people aged 16 to 24 with learning disabilities and/or autism which prepares students for competitive, integrated employment. The West Lothian partnership, based in Livingston, involves a host employer (St. John's Hospital), West Lothian College and West Lothian Council's Supported Employment team. Eight students participated in project search during 2017 and 2018, 6 graduated and 100% job outcome target was achieved. In 2018-2019, 8 students participated and graduated, and again 100% Job Outcomes were achieved and West Lothian enjoyed the success of the highest performing Project SEARCH in the UK. For our 2019-2020 year, 8 students participated and graduated, and 80% of Job Outcomes were achieved and again an award was won as the second highest performing project in the UK. Due to COVID, the 2020-2021 project SEARCH was put on

hold, as the students were unable to undertake their placements at St.John's Hospital. The students have however been taught remotely and have completed their college studies, and will begin their placements in August 2021.

Our supported employment service continues to provide specialist employability and training support to individuals with a range of disabilities. This year they were short listed for Employment Related Service Association (ERSA) Employability Awards 2020 Team of the Year which provided great national recognition for the work undertaken by the team. There has also been further national acknowledgement of the work of the service through the DFN Project Search Awards where their success was recognised in achieving 80% job outcomes for the participants involved in Project Search.

In line with the **Corporate Parenting Strategy** for looked after children, cultural awareness training has been delivered to staff working with trafficked young people from Asia who are now accommodated. In 2019 training has raised awareness of the cultural influences on these young people and ensures that staff are better able to build relationships with these young people and be more aware of their needs.

The **West Lothian Corporate Parenting Plan** is an integral part of the West Lothian Children's Services Plan 2020-2023 which is currently in draft and due to be published in February 2021

The Plan outlines the vision that Corporate Parents in West Lothian have for Looked After Children and Young People. It identifies the key priorities that the Corporate Parenting Strategic Group will take forward collectively to make a difference and deliver improvements to our looked after children's wellbeing and outcomes. The corporate parenting group has continued to meet regularly to ensure this issue is considered and monitored.

A key priority in the Corporate Parenting Plan 2019-2022 is:

**Raising attainment and promoting positive destinations**

- Improving attainment levels for looked after children and young people and ensuring that their learning needs are identified and addressed
- Increasing the number of children residentially looked after who are engaging meaningfully with their education and who are routinely attending school
- Increasing training and employment opportunities for looked after young people and care-experienced young people
- Increasing the numbers of looked after young people who are sustaining a positive destination after leaving school

The Looked After Children attainment project is funded by the Scottish Attainment Challenge fund and was developed through collaboration between Education Services and Social Policy. The aim of the project is to provide bespoke packages to support these young people to attain qualifications and achieve positive destinations, linking with their mainstream school placements as far as possible. The 2019-20 cohort of young people supported by the project was identified on a multi-agency basis, with specific criteria including supporting children and young people who have limited engagement with education and are particularly at risk of care placement breakdown. All of the young people who left in summer 2019 to go onto further education sustained their course places for a full year, and were successful in securing spaces at college for term 2020/2021. The success of the project has so far been supported by multiagency working and a core focus on building and maintaining positive relationships with the young people and the adults around them.

**Aftercare Services and access to employment, education or training**

- Development of opportunities to ensure our care leavers have access to employment, education or training are being progressed by assisting young people to secure opportunities through the StepsN2 Work programme.
- There is also a dedicated Employment Worker in the Inclusion and Aftercare team that focuses on quality and sustainable education, training and employment outcomes.

As Corporate Parents we are committed to getting it right for every looked after child, young person and care leaver in West Lothian. The Children and Young People (Scotland) Act 2014 puts Corporate Parenting on a statutory footing and is defined as *“the formal and local partnerships between all services responsible for working together to meet the needs of looked after children, young people and care leavers”*.

We are committed and determined to improve the life experiences of our looked after children by narrowing the gap in outcomes between looked after children and young people and their peers. For us this means more love, better understanding of rights and less stigma. We are committed to supporting the Independent Care Reviews vision of Scotland leading the way to be the 'best care system in the world'.

Partners in West Lothian remain committed to improving outcomes for our looked after children and young people. We are already working towards shifting the balance of care for looked after children and will work together take forward the findings of the Independent Care Review – The Promise.

In keeping with our vision and aims in 2019-20 there has been a continuing positive downward trend in the use of residential school placements outwith West Lothian. At the end of quarter 4 of 2016-17 there had been 29 young people placed in such resources. By the end of 2019-20 22 young people had been placed in residential care settings outwith West Lothian. This constitutes a 24% reduction over a three year period and demonstrates our commitment to reducing the numbers of children and young people receiving care and education outwith West Lothian. Services have been working positively to ensure that young people at risk of moving to external care placements are supported to remain within West Lothian. There was a slight increase in the use of secure care with 5 young people requiring such provision. All secure placements made during the year were for short time periods. Services have also worked well in reducing the number of young people receiving their day education outwith West Lothian with this figure reducing in 2019-20 by 35% when compared to the figures for 2018-19

There remains to be effective joint working between Social Work and Education services to improve the position as outlined above. In the longer term, we aim to further shift the balance of care to ensure that, where possible, children are looked after in community settings rather than in residential care, regardless of whether these services are provided by council or by an external provider.

#### **West Lothian National Improvement Framework for 2019-2020**

[https://www.westlothian.gov.uk/media/27700/West-Lothian-NIF-Improvement-Plan-2019-2020/pdf/West\\_Lothian\\_NIF\\_Improvement\\_Plan\\_2019-2020.pdf?m=637038100480700000](https://www.westlothian.gov.uk/media/27700/West-Lothian-NIF-Improvement-Plan-2019-2020/pdf/West_Lothian_NIF_Improvement_Plan_2019-2020.pdf?m=637038100480700000)

The Moving Forward in Learning Overview 2018 outlines the working groups are key drivers for Learning in West Lothian.

[https://www.westlothian.gov.uk/media/21362/Moving-Forward-in-Learning-Overview-2018/pdf/Moving\\_Forward\\_in\\_Learning\\_Overview\\_2018.pdf](https://www.westlothian.gov.uk/media/21362/Moving-Forward-in-Learning-Overview-2018/pdf/Moving_Forward_in_Learning_Overview_2018.pdf)





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

### Context

Gender based violence is a function of gender inequality and results in physical, sexual and psychological harm or suffering to women and children, or affront to their human dignity, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life. Violence against women includes: domestic abuse; rape; sexual harassment and intimidation at work and in the public sphere; commercial sexual exploitation, including prostitution and trafficking; child sexual abuse; forced and child marriages; female genital mutilation.

### Performance Information

The following are a selection of the performance indicators which have been developed to monitor progress of the actions which will support the delivery of Outcome 2.

Traffic Light Icon	Code & Short Name	Last Update	Current Value	Current Target
	corEO013_9b.1c Percentage of council employees aware of Gender Based Violence policy and support	January 2019	100%	100%
	corEO021_9b Percentage of staff from each relevant service area who have received up to date training on Violence Against Women (VAW)	January 2020	50%	100%

Performance in training staff on Violence against Women has not yet reached target. The council has developed an e-learning module on Gender Based Violence. This was rolled out to Social Policy staff in January 2019. 50% of staff completed the module before it was removed later in 2019 for updating due to changes in legislation and to make the module easier to access and understand. Staff have been reviewing the current GBV module and making necessary changes. Work on this was delayed due to staff needing to focus on service delivery during the pandemic. In June 2021 the module will be rolled out to staff across the council on the My Learning platform. The council is also in the process of uploading the DAART (Domestic Abuse Awareness Raising Tool) to MyLearning and this will be available only to Social Policy staff due to the practice related focus of the training. Both modules will be mandatory.

### Our Action

The Council has undertaken a number of activities in working towards achieving the desired outcome. These include:

The annual **16 Days of Action Against Gender-Based Violence** is an international campaign to challenge and eradicate violence against women and girls. It commences on the International Day for the Elimination of Violence against Women and culminates on Human Rights Day and also incorporates White ribbon day, World Aid's day and the anniversary of the Montreal Massacre.

Due to the COVID19 pandemic many of the actions planned were delivered online where possible

- There were several multi-agency events across the duration of campaign including:
- A heightened response from Police Scotland with 2 specific 'days of action'
- A Q and A event where members of the public could chat live with Police and DASAT around the Domestic Abuse Disclosure Scheme
- Inputs to West Lothian College students and secondary school pupils around healthy relationships and how to access support

During the 16 days of Action there were also multiple joint training events including:

- Development of an online social media campaign raising awareness and offering useful links to support
- An instruction video to 16 days is in the process of being completed with the message being 'You are not alone';
- CEDAR training (Children Experiencing Domestic Abuse Recovery) for women and their children
- Training around court ordered child contact in the context of domestic abuse facilitated by the Court Contact Children's Rights Officer
- Sexual violence prevention training for multi-agency staff working with young people
- VAWG webpage has been developed and listed on the Public Protection website.

### **Development and training**

The Gender Based Violence module was launched in February 2019 and as at July 2020, 682 employees have successfully completed the e-learning. These employees are largely in Social Policy although it has also been completed by some Education and Housing employees. Develop links with supported employment schemes/partnerships/volunteer opportunities and learning and development for vulnerable women.

Mandatory and statutory training remains a priority to ensure our workforce is meeting legislative and policy requirements. There are robust arrangements in place to identify and address current and emergent development needs and to deliver and track completion of mandatory and statutory training.

### **Adult Protection Training is available to ensure vulnerable adults are protected from harm**

- Adult Protection Basic Awareness Training
- Adult Protection Training
- Adult Protection Council Officer Training
- Home Fire Safety Training
- Self Neglect & Hoarding Training

The following Adult Protection workshops and events were also held:

- The Dewis Choice Initiative - Two sessions were delivered to a multi-agency audience and this training included sharing 'lived experiences' of older survivors of domestic abuse, how the initiative sits within the Adult Support and Protection Framework and the barriers facing older people experiencing abuse.
- The Financial Harm Reduction Group held numerous events with partners to engage communities who may be at risk of financial harm including workshops for people with early onset dementia.

**West Lothian's Domestic Abuse and Sexual Assault Team (DASAT)** is a unique, public service hosted by West Lothian council and co-located with police, courts, SCRA, social work, housing, health. DASAT serves adults and children who are experiencing or have experienced domestic abuse, sexual

assault, other forms of violence. Workers are cross-trained to provide support for both domestic abuse and sexual violence. DASAT continues to be the site of innovation for integrated Violence Against Women (VAW) support provided as a public service.

West Lothian Domestic and Sexual Assault Team (DASAT) offers a framework of integrated services which respond to both domestic abuse and sexual assault including:

- The Court Advocacy Service
- Living In safe Accommodation (LISA)
- DASAT Children's Service
- West Lothian CEDAR project.

Staff in 5 secondary schools are trained in the **Mentors in Violence Prevention Programme**. This peer education programme jointly organised by Police Scotland's Violence Reduction Unit and Education Scotland focuses on gender based violence. Other schools were due to be trained in the summer of 2020, however due to COVID-19 this has been put on hold.

## Equality outcome 3: Raise awareness of Hate Crime to improve knowledge and confidence to report hate incidents

### Context

Evidence shows that victims of non-biased crime can experience a decrease in symptoms such as anxiety, depression and post-traumatic stress within two years. Victims of bias, or hate crime, may need as long as five years to overcome their ordeal. Whilst all crime can increase the fear of being targeted in people other than the victim, fear of hate crime escalates dramatically in those who share with an immediate victim, the same group identity that has made a victim a target. Hate crime therefore has a deep rooted effect in our communities and impacts upon all three elements of the General Equality Duty.

### Performance Information

Police Scotland continues to work with our Safer Neighbourhood Teams and our communities to reduce Hate Crime. The statistics for monitoring progress against this action will be reviewed and assessed as soon as they are made available from Police Scotland. The quarterly Hate Crime information is supplied by Police Scotland and presented to the [Services for the Community Policy Development and Scrutiny Panel](#)

Activity continued with preventions officers promoting the continued roll-out of the Keep Safe Campaign and Third Party Reporting, raising awareness of disability hate crime.

### Our Action

The Council has undertaken a number of activities in working towards achieving the desired outcome. These include:

The council aims to reduce hate crime and increase awareness through collaboration between the **West Lothian Faith Group**, the **West Lothian Race Forum** and Police Scotland. Police Scotland regularly attend the West Lothian Faith Group and the West Lothian Race Forum to keep the group updated on relevant local and national initiatives.

As part of their regular updates, police officers attended the meetings and events to provide an overview of hate crime and third party reporting, ensuring the groups have an up-to-date awareness of the 12 local third party reporting sites. The officers also informed members of the groups about the work Police Scotland are doing with I Am Me Scotland to establish 'Keep Safe' spaces within communities, where vulnerable people can go if they feel unsafe, promoting inclusion and safety in the community. The council and Police Scotland have continued to communicate via social media posts highlighting the issues and reiterating the message hate crime being unacceptable within West Lothian.

The council's **Neighbourhood Response Team** continue to work with Police Scotland and Victim Support to ensure communities are aware of what constitutes hate crime, know how to report it and feel safe in doing so. This partnership working has included activities such as:

- Reviewing daily/monthly reported hate crime;

- Undertaking Environmental Visual Audits to highlight any safety risks within the built environment and provide appropriate advice for increasing security of property/individuals;
- Promoting National Hate Crime Week by disseminating information received from Police Scotland to encourage victims to report hate crime and help target resources to support victims to take action.

The quarterly performance data is supplied by Police Scotland and presented to the [Services for the Community Policy Development and Scrutiny Panel](#)

As a partner in the West Lothian Community Planning Partnership, **Carers of West Lothian** are an established third party reporting centre for hate crime. Clients are therefore supported to report hate crime to an organisation that they are already involved with and whom they trust.




## Equality outcome 4: People with disabilities experience greater independence in their lives

### Context

Evidence shows that providing greater independence for people with disabilities assists to reduce inequality and improve the standard of living for those affected by disability. Suitability of housing, transportation, access to public amenities, accessibility of the built environment, care packages, aids and adaptations and access to education, employment and training all have an impact on the ability of people with disabilities to achieve improvements in living independently. While this outcome is broad, the council will focus on the areas of most relevance and impact within our influence to support people with disabilities.

### Performance Information

The following are a selection of the performance indicators which have been developed to monitor progress of the actions to support the delivery of Outcome 4.

Traffic Light Icon	Code & Short Name	Last Update	Current Value	Current Target
	corEO505 Percentage of council house properties with needs based equipment and adaptations installed or carried out	2019/20	3.32%	5%
	P:PAMP501_9b.2 Percentage of all operational buildings from which the council delivers services that are fully accessible for disabled persons.	2019/20	75.8	78%
	P:PTS092_9b.1b Percentage of residents with access to an hourly or more frequent bus service	2020/21	91%	90%

The majority of bus services in West Lothian are profitable and operate on a commercial basis without council subsidy. These services need no council approval and the council cannot influence their availability or design. Commercial services tend to be the busiest routes and the busiest times of operation. Councils can only legally provide services they deem to be socially necessary once the extent of the commercial network is known. Council contract bus services build on this commercial core and can increase the number of residents with access to services at the level defined by the indicator by either providing new bus or Taxibus services to places otherwise unserved or by adding additional subsidised journeys onto otherwise commercial bus services to bring their availability up to the standard to meet the indicator definition.

The local bus network has been severely impacted by the Covid 19 pandemic with patronage levels falling by approximately 85% in the first 6 months of the pandemic and, as a result, the 2 large local bus operators significantly reduced their network coverage to minimise the financial impact on the company. From the engagement with suppliers there is an understanding that the overall reduction in patronage is having a significant impact on commercial business and the temporary reduction in the network is necessary to mitigate some of the impact of this. At this point it is unclear how the network will recover post Covid 19 and highly unlikely that the commercial network will be reinstated without change.

## Our Action

The Council has undertaken a number of activities in working towards achieving the desired outcome. These include:

To ensure good access to public transport for disabled residents in West Lothian, all bus services within the local bus network are low floored and Equality Act compliant therefore providing greater choice of travel options for people with disabilities. 86% of West Lothian residents have access to an hourly, or better, bus service.

Where people with disabilities cannot access local bus provision, **Dial-A-Ride** and **Dial-A-Bus** services can provide a service from a passenger's home address to various destinations in West Lothian. The vehicles are specially adapted to carry combinations of wheelchair users and other passengers safely and comfortably. In addition, a Door-to-Door transport service can be provided to meet personal mobility needs by providing assistance needed at the start and end of a journey. This may include assisting people with getting their coat on or ensuring that they are settled safely in their home after the journey. Dial a ride was operational during lockdown, but limited to urgent medical appointments and funerals.

The Public Transport Unit has continued to provide transport for pupils with additional support needs when the pandemic restrictions permitted school openings. This ensures that pupils with additional support needs are transported to and from school in transport which is specific for their individual needs.

Prior to the pandemic restrictions the **Community Transport** function continues to provide 25 different daily routes transporting over 200 service users to 7 different day care centres. This ensures that service users are transported to and from centres in transport which is specific to their individual needs.

**Assisted waste collection** services were provided to service users at around 2600 properties to ensure greater independence for residents that are infirm, have a medical condition or disability which prevents them from presenting their bins for collection. In 2019/20 we provided collections to 2,610 properties through the assisted bin take out scheme, a slight increase on the 2,601 properties on the scheme in 2018/19. This supports people staying independently in their own homes for longer.

The Building Standards service continues to consult with **Disability West Lothian** to ensure the needs of disabled people are considered in relation to applications for building warrants. Consultation is carried out if the application proposes an alternative means of compliance which is not in line with guidance currently published in technical handbooks. This is not restricted to council projects but covers all projects. Building Standards service continues to consult with the local Disability West Lothian Organisation to ensure the views of this section of the community are noted in relation to applications for building warrants.

Consultation is carried out if the application proposes an alternative means of compliance which is not in line with guidance currently published in technical handbooks. This is not restricted to council projects but covers all projects

The **Local Housing Strategy** (LHS) 2017 – 2022 ensures that the council's housing development strategy does not disadvantage or adversely impact older people or those with a disability and provides the basis for determining the type of housing that should be provided. All new build council housing is built to the Housing for Varying Needs standards.

The West Lothian Senior People's Forum were consulted on the development of the LHS along with disabled people through the Tenants' Network and through consultation events and surveys. Details on the consultation can be found in Appendix 3 of the LHS at:

<http://coins.westlothian.gov.uk/coins/viewDoc.asp?c=e%97%9Df%97nz%8E>

New build council housing has been completed that meets the needs of wheelchair users, following engagement with Occupational Therapists to review the house types. In 2017/18 sixteen new council homes that are suitable for wheelchair users were built and twenty were built in 2018/19.

The council's **Housing Needs Service** continues to support residents with identified support needs to sustain their tenancies and reduce repeat homelessness. Tenants can be supported to explore their housing options to remain in their own home (as a result of the installation of adaptations or provisions) or seek more appropriate accommodation if required. Referrals can be made to other agencies and services such as The Advice Shop for money advice and help with benefits. Housing with Care provides onsite staff to deliver care and support to clients in housing developments where they have their own tenancies allocated based on their assessed needs in line with the eligibility criteria.

Proposals are being considered which will streamline the delivery of care and support for clients in housing with care tenancies to ensure they are empowered to maintain their abilities but supported as/when required within the parameters of the housing with care model.

The council's **Education Service** continues to deliver services specifically designed to support children and young people with disabilities. A small outreach teaching team supports children and young people with visual and auditory disabilities. Sign along is the main resource utilised by schools with hearing impaired children.

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

**Active Schools and Community Support** aim to provide under-represented groups with opportunities to participate in physical activity and sport through understanding and addressing the barriers to participation. 31% of pupils in mainstream school with a disability took part in extracurricular activity. Details of non-participant pupils with a disability will be considered in order to identify and tackle barriers to participation.

Training offered by **Disability Sport Scotland** to staff working with pupils who have a physical disability has been accessed by West Lothian Teachers (mainly teachers of PE).

The council continues to signpost children and young people to a variety of third sector organisations offering clubs supporting children and young people with a disability in activities such as football, badminton, swimming, basketball and the multi-sports club (No Limits).

The **Arts and Wellbeing programme** provides older people and people with disabilities the opportunity to participate in the arts and is designed to contribute to a range of wellbeing outcomes.



Participants in the Arts and Wellbeing programme strongly agreed that their mental and physical health and wellbeing had improved as a result of participating. Participants also agreed that they would be more likely to become more active in their community by engaging in more community activities. Participants in qualitative evaluations have noted that participation has; improved mental wellbeing; reduced isolation and loneliness; prevented against slips trips and falls; and increased community engagement, cohesion and pride.

Community Arts will continue to work with key local partners on projects that encourage older people to be more physically active, reduce isolation, increase confidence and highlight the achievements of older people in the region.

Participation in the arts can support:

- improved mental wellbeing
- reduced isolation and loneliness
- increased community engagement, cohesion and pride

Social Policy continues to review and identify product potential to support older people and carers and will make recommendations to the Technology Enabled Care Board and seek their approval to commission technology enabled care and support which is deemed to have the potential to improve the lives of older people and carers.

The **use of technology** can support people to stay at home for longer, it can offer flexibility and choice around daily living routines, can act as a safeguarding measure, and can relieve carer stress and anxiety. The Older People commissioning plan highlights what we need to do going forward. We will continue to focus on prevention, early intervention and promotion of independence by developing further our approach to technology enabled care. In addition, we will explore how we can better support our staff to use technology in their work to improve both staff and service user experience.

We want people to get the support and services which are right for them in order to maximise their independence. Giving people more involvement, choice and control over decisions which affect them, help them get the support which works best for them and in turn lead to better outcomes and improved wellbeing. Outcome focussed assessments continue to be promoted and offered within Older Peoples and Adults services. The number of completed assessments reflects the high volume of cases that the teams manage. There has been an updating to the option 2 contract which now provides more safeguards to service users who choose their own care agency, thus promoting choice and equality. This has been embraced across the community care teams within Social Policy. Some examples of such technology being used in practice are:

- providing an individual with a GPS device which is used when they go out shopping or for a walk or to take part in community activities. The device can be used, by the person carrying it to contact a named person and speak to them. It can also identify the location of the person using it and avoid the potential to go missing.
- Being able to send text messages directly to someone's mobile phone which alerts them to take their medication and enables the individual to go out, rather than having to wait in for care visits.
- Installing technology, which through the use of infra-red sensors placed in appropriate settings, for example on a kettle, on a fridge door, on a tap can build up a picture through the production of a graph, over a specific timeframe of the daily living activities an individual is undertaking within their own home. Based on the evidence it is possible to determine the longer term care needs for someone and can help to design the most appropriate care package that will meet a person's needs.

- Supports are in place from staff within the home safety service to encourage wider uptake of the use of technology as part of the assessment process. The home safety service works in partnership with a range of suppliers in order to be able to provide the most up to date, appropriate technology with the aim of supporting individuals and their carers’.
- Recommendations in relation to new and or up to date technology requirements are identified and discussed with appropriate staff and services throughout social policy

The use of technology can support people to stay at home for longer, it can offer flexibility and choice around daily living routines, can act as a safeguarding measure, and can relieve carer stress and anxiety.

During the last planning cycle, we extended use of range of technologies which support self-management and encourage independence. For example, a ‘myCOPD’ app was used within general practice to support people with Chronic Obstructive Pulmonary Disease (COPD) to self-manage their respiratory conditions. In addition, we piloted a medication prompt service which reminds people by text message to take their medication and encourages independence. We continue to use ‘just 16 checking’ sensors to monitor service user activity, and to help in the assessment and evaluation of care.

**Housing with Care** provides onsite staff to deliver care and support to clients in housing developments where they have their own tenancies allocated based on their assessed needs. Proposals are being considered which will streamline the delivery of care and support for clients in housing with care tenancies to ensure they are empowered to maintain their abilities but supported as and when required within the parameters of the housing with care model.

Following the review of the **Mental Health Strategic Needs Assessment** the following services are now in place covering both adults and older people:

- Acute Care and Support Team (ACAST) - ACAST is a nursing team that works to prevent admission to hospital and to facilitate successful discharge. The team receives approximately 130 referrals per month. On average, less than 15% of patients assessed and supported by ACAST require a hospital admission and over 60% can be supported at home as a direct alternative to hospital admission.
- Post Diagnostic Support Service - The service comprises a team of 4 that works to provide 12-months’ support to people newly diagnosed with dementia (as per Scottish Government expectations). Dementia Cafes are established in every Council ward in West Lothian. The Early Onset Dementia service commissioned and provided by Alzheimer’s Scotland has recently been extended.
- West Lothian Psychological Approaches Team (WeLPAT) - WeLPAT is a psychologically-led/informed model working in Care Homes to sustain placements and prevent hospital admissions. 98% of referrals where WeLPAT has been involved have remained in the same placement and not been admitted to an inpatient ward or another escalated care unit. All referrals identified as having care placement at risk of breakdown at the point of referral have maintained their care home placements to date.

Two new **Community Mental Health Wellbeing Hubs** were opened with an aim to deliver a patient-centred model of delivery in West Lothian to meet the needs of patients with mild to moderate mental health issues. New pathways will be developed within West Lothian by increasing activities/services as a result of gaps identified in service provision and increase 3rd Sector involvement and joint working.

Strategic commissioning plans for mental health, older people, physical disability and learning disability services in West Lothian were presented to the Integration Joint Board (IJB) for approval. These commissioning plans were approved on 21<sup>st</sup> January 2020. The Mental Health Commissioning Plan sets out

how the West Lothian Health and Social Care Partnership aims to improve the way in which health and social care services are delivered to people within our population who need mental health care and support.

We have adopted a whole system approach to reviewing and developing mental health commissioning for adults in West Lothian. This means that we are thinking about how we invest our resources in hospital, community health and social care services in the future, recognising that in many instances' services are best when they are delivered locally. We are working on the principle of offering health and care services in community settings unless there is a very good reason not to. We are focusing on how we shift the balance of care towards delivery of care and support at the right time in local communities.

Development of the commissioning plan for mental health services has involved both targeted and open consultation with service users, carers, families, service providers from the third and independent sectors and staff from across the West Lothian Health and Social Care Partnership (WLHSCP). Specific service user feedback was gathered through and facilitated by the Mental Health Advocacy Project (MHAP) Community Representatives Group. The Community Representatives Group offers a supported structure for groups of service users to have their collective voices and views heard to inform planning.

The consultation and engagement undertaken has allowed the WLHSCP to identify what matters most to those directly affected by the commissioning of existing and new services in West Lothian.

Over the past year there has been significant improvement in addictions services in West Lothian. Previously services had come under pressure due to changes to funding and staff shortages which had a detrimental impact on waiting times performance against the national target. The A11 target states that 90% of clients should be in treatment within 3 weeks of referral and no people should be waiting more than 6 weeks. Services can now evidence a significant improvement in performance which has resulted in the A11 waiting times target being met every month since June 2019. This progress is the result of an A11 recovery plan which included 3rd Sector partners receiving additional resources to support clients transferring from statutory services.

A pilot project, hosted by **West Lothian Drug and Alcohol Service (WLDAS)**, has been put in place with the aim of providing support for young people with problematic alcohol or drug use or those affected by other problematic use. The pilot will be evaluated to establish effectiveness and inform future developments.

In 2019/2020, the **West Lothian Alcohol and Drug Partnership** provide additional funding to support those coming out of hospital. Referrals to addictions services in West Lothian continue to grow, with 1040 referrals in 2019/20 representing a 10% increase on the previous year. There were an additional 257 referrals to HMP Addiewell.

In September 2020 a strategic commissioning plan for Alcohol and Drug Partnership (ADP) Services in West Lothian was approved by the Integrated Joint Board. A crucial part of updating the new plan was extensive consultation and engagement with service users, key stakeholders and staff. The aim of the engagement was to get feedback on what was working well and to gather suggestions on areas for future development.

Areas of development have been included in an action plan to be taken forward over the next 3 years and some of these include :

- People are supported to live at home in their community and those who are homeless or risk of being homeless are given the right advice and support
- Ensure people who need services have access to them within agreed timescales
- Focus on market development to ensure people have access to opportunities which enable personal outcomes to be met.

## Equality outcome 5: Improve engagement and involvement of our communities in the decisions made by the council that affect them

### Context

As well as being an essential element of the Public Sector Equality Duty in Scotland, effective involvement of people from the equality protected characteristics in the policies and practices of the council that affect them adds significant value to the council, ensuring that we are meeting needs and aspirations of individuals that access our services. Engaging individuals from, or with expertise in, particular areas of equality in our mainstream opportunities for community engagement will assist to widen the responsiveness of our services.

A selection of performance indicators have been developed to support the delivery of Outcome 5.

### Performance Information

The following are a selection of the performance indicators which have been developed to monitor progress of the actions to support the delivery of Outcome 5.

<i>Traffic Light Icon</i>	<i>Code &amp; Short Name</i>	<i>Last Update</i>	<i>Current Value</i>	<i>Current Target</i>
	corEO015_9b Percentage of individuals involved in Community Councils who are women	2019/20	48.5%	50%
	corEO017_9b Percentage of individuals involved in Community Councils who are from an Ethnic Minority	2019/20	1.5%	20%
	corEO026_9b Percentage of disabled people on the West Lothian Citizens Panel who feel involved in their Community *	2016/17	39%	40%
	corEO026_9b Percentage of women on the West Lothian Citizens Panel who feel involved in their Community *	2016/17	43%	40%
	corEO026_9b Percentage of BME people on the West Lothian Citizens Panel who feel involved in their Community *	2016/17	46%	40%

#### **Note, from supporting commentary:**

The Percentage of individuals involved in Community Councils who are from an ethnic minority has not reached target. The 4-yearly community council elections are due to take place in October 2021. Nominations for election will be invited from all residents across West Lothian who are interested in getting involved in their local community council. The Council will continue to work with Community Councils to provide support for election to Community Councils and engagement with other community groups to support Community Councils to encourage involvement from individuals who are from an ethnic minority.

The data on Citizen Panels was taken from Quality of life survey conducted in 2016. A refreshment exercise was planned for 2019, however due to wider considerations around engagement and involvement, this was postponed in order to consider other options. It was agreed that the Citizens Panel would continue, and that a refreshment exercise would take place. Unfortunately, this has not happened due to Covid 19 but is planned for the future. The current panel membership

is therefore broadly similar to that of the 2016 membership (detailed below)

**Sex:** In terms of the sex profile of the Panel, sex was analysed using 2011 census data. This revealed that the overall population of West Lothian had slightly more females (51%) than males (49%). Compared to the Panel, males were slightly under represented (-2%) and females were slightly over represented (2%).

**Disability:** In terms of disability, the 2011 Census suggested that West Lothian had an overall population of 29% who said they had a health condition or disability. The disability profile of the Panel is under represented in terms of those who said they had a health condition or disability by 7%. 78% of the panel stated they had no condition and 22% stated that they did have a disability or health condition.

**Race:** In terms of the ethnic profile of respondents, the Panel holds a total of 130 members who are of non-White British ethnic origin, representing 4.5% of the Panel.

**Age:** The age profile of West Lothian residents was analysed on the basis of multi-member ward using 2011 census data. Analysis of the age profile by multi-member ward indicates that the profile is very much in line with the population on this basis. The greatest difference between the population profile and the panel profile is an over representation of the 64-75 age groups which is over represented by 1.4% in Livingston South. It is interesting to note that although the age profile is relatively in line with the population at the multi-member ward level, when analysed for West Lothian as a whole all age groups are over represented with the largest over representation in terms of the 65-74 age group which is over represented by 8.5%.

## Our Action

The Council has undertaken a number of activities in working towards achieving the desired outcome. These include:

The **West Lothian Citizens Panel** provides residents with an opportunity to give their opinions and comment on council services. It is the council's aim that membership of the panel is representative of the West Lothian Community and refreshment of the panel takes place every 3 years. The last refreshment took place in 2016 with targeted recruitment to ensure that under-represented groups are represented on the panel. Proposals are in development for further recruitment and refreshment of the panel for the future which will include reviewing the equalities data that is collected.

As part of the refreshment and recruitment of the Citizens Panel, targeted recruitment will be carried out to try and ensure under-represented groups are represented on the panel. In the past, this has taken the form of targeted phone recruitment focused on specific geographical areas and publicity through equality forums and other community groups, and publicity through partner.

Boosting engagement is a key focus for the refreshment exercise. Boosting recruitment through specific networks relevant to the particular groups is important. This would seek to ensure the recruitment exercise is as open as possible, and provide an opportunity to target key population groups likely to be under-represented by response to postal recruitment. The Panel is therefore expected to include a cross-section of the West Lothian population.

To date, the main activity for the Panel has been the Quality of Life Survey conducted every 3 years, although CPP partners have also used the Panel for other consultation and engagement purposes. Surveys have been the predominant consultation method used to date.

The **West Lothian Faith Group** is an informal interfaith network for representatives of the different faiths in West Lothian to get together, share ideas and experiences and discuss issues of common concern while promoting a better mutual understanding among believers of different faiths and beliefs. The group also acts as one of the Community Planning Partnership's (CPP) equality forums, creating an opportunity to engage with the council and its partners on religion and belief based equality issues, and to inform policy and service development.

In addition to its quarterly meetings, the Faith Group held an event called 'Connecting' in November 2020 as part of Scottish Interfaith Week. The purpose of the event was to bring people together to talk about the how we have connected with our communities in a pandemic. There were inputs from different members of the group in the form of speeches and readings, followed by an opportunity to network and talk about the common themes discussed. Around 20 people from different faiths attended this successful and positive event.

The Faith Group continued to meet quarterly in different places of worship across West Lothian in 2019/20, moving to online meetings as a result of COVID-19. Discussion topics have included prison chaplaincy, interfaith activity in schools and planning for an interfaith exercise. The group has been involved in discussions around policy and service development, e.g. consultation on the new LOIP, the Outcomes and mainstreaming Framework for 2021-2025 and the Integrated Impact Assessment for the Livingston South by-election.

The West Lothian Faith Group organised activities such as an interfaith walk, a tour and discussion at the Deans Mosque, a 'Curry & Conversation' event and are also planning an event to mark Scottish Interfaith Week in November 2020. The theme is 'connecting' and members of different faiths will discuss what this means within their faith and how people have connected in different ways during lockdown. The group were also planning a multi-faith assembly at Inveralmond High School but this has been put on hold due to COVID-19.

The **West Lothian Race Forum** gives individuals from the BME community an opportunity to be involved in the development of policies and services. Work is ongoing to raise the profile of the Race Forum and ensure membership is representative of the West Lothian Community.

The Race Forum also continued to meet regularly in 2019/20 and moved to online meetings from March 2020. Discussion topics have included employment barriers for ethnic minority groups, Black Lives Matter and hate crime. The forum has been involved in discussions around policy and service development, e.g. consultation on the new LOIP, the Outcomes and mainstreaming Framework for 2021-2025 and the Integrated Impact Assessment for the Livingston South by-election

A key focus for the Race Forum has always been on organising community events to celebrate cultural diversity. The forum held a community event to mark Black History Month in 2019 and also carried out an online awareness-raising campaign in collaboration with West Lothian Council. In 2020 the forum held another very successful virtual event with prominent speakers discussing and celebrating Black History Month. Speakers included Professor Sir Geoff Palmer who discussed historic links with slavery, Wezi Mhura, the driving force behind the Black Lives Matter mural trail in Scotland, and Etienne Kubwabo, the creator of the first Black comic book hero in Scotland. The event was very well received with positive feedback from participants.

The CPP continues to support community equality forums in order to gain an understanding of the diverse experiences of our communities. Third sector and community groups with a focus on equalities are consulted on various policy developments, for example the West Lothian Community Race Forum, Faith Group, Carers of West Lothian and the Glitter Cannons were involved in discussions around developing a new LOIP in 2019/20.

A **Syrian Community Group** was set up in August 2018 to support refugees, raise awareness of refugee issues and encourage integration. The group meets on a monthly basis and has encouraged the Syrian community to take responsibility for their own support and development needs and allowed them to have a view on how to shape the service. Multi agency input from Police Scotland, Education and The Conservation Society has had a significant impact on delivery of service and how to best support the families.

Last year the group received £1000 from The Refugee Council to host an event in West Lothian to celebrate World Refugee Day. Unfortunately, the event

had to be cancelled due to COVID restrictions therefore the money was used for the families to hold an online event amongst the group.

The group were also recently awarded £3400 Improving Community Resilience Funding. This was to buy laptops to improve digital inclusion and for 12 ladies to complete an online training course "Start a new Business."

A variety of **Tenant Participation Groups** are supported to offer all tenants the opportunity to have their say in the services delivered by the council. A range of methods are used, including digital and face to face mediums, to inform, consult and collaborate with tenants in shaping our service development, management plans and processes. The tenant led inspection process has delivered significant process and practice improvements in housing services to minimise delays in tenants gaining access to accommodation, review the allocations policy, and influence the design of new builds. For more information please see the West Lothian newsletter for tenants - [Tenants News](#)

People's Commissioner has shown that the level of participation of children and young people within schools can have a significant impact on attainment, so empowerment matters for them. Wellbeing self - assessments and tracking and monitoring of the Wellbeing Indicators is being piloted and undertaken by pupils. Through implementation of the **Pupil Voice Strategy**, pupils are engaging in decision making that affects them, improving their outcomes and destinations. Pupil views are taken into account at Authority Attendance Groups and Child Planning meetings. The Inclusion and Wellbeing Service capture the learner voice through the use of the Pupil Passport programme, the case study modernisation cycle and via Pupil Forums. Young people are also involved in Individual Education Plans in terms of setting and evaluating their learning targets.

Improving learner conversations are being held across all sectors. These are universal with all pupils and targeted to specific needs. Young people are also involved in Individual Education Plans in terms of setting and evaluating their learning targets.

As a result of the above actions pupils are engaging in the making the decisions which affect them, which improved their outcomes and destinations. All schools have a baseline Health and Wellbeing report of where children have reported themselves in terms of the wellbeing indicators. This is being used to aid in pupil voice. Due to COVID-19 we focused on the children being safe but their report told us they were more concerned about being included and achieving across the authority. Schools are now addressing this need with a variety of interventions to improve these aspects of pupil wellbeing.

Inclusion and Wellbeing Service capture the learner voice through the use of the Pupil Passport programme, through our case study moderation cycle and via our Pupil Forums. The learner is at the heart of the service model and our children have provided the best feedback which has driven changes in the service model.

The service has now identified 'Leadership' as a key area of work. Opportunities for pupils to engage in programmes has increased and the local development of the Young Ambassadors programme has allowed 5 pupils across years 2018-19 and 2019-20 to become part of the national Young Ambassador delivery team.

Parksmart is an example of a campaign where pupils (usually Junior Road Safety Officers) may lead the whole school community in tackling driver behaviour, parking and promoting active travel through a rights based approach. Where implemented successfully pupils see the impact that their voices and a planned approach to campaigning can have e.g. Inveralmond campus and Howden St Andrew's PS., St Nicholas P.S. Winchburgh and Holy Family campus are now embarking on a joint campaign with the community council.

Group call is particularly effective in accessing hard to reach families in terms of immediate contact, information and invitations to meetings, safe arrivals etc. The technology allows for multiple devices access and translation. Staff report this is the one tool which has significantly had a positive impact of the speed and clarity of communication.

The Corporate Parenting strategy was agreed and a participation strategy has set up a champions board and uses a range of methods to obtain service users feedback. West Lothian Council utilises Viewpoint to provide the tools for tracking a child or young person's journey and experiences, both on an individual and an aggregated group basis. Report formats automatically display an individual child or young person's responses over time against key criteria or on a well-being wheel. This provides a focus for discussion with the young person, and enables the outcomes and effects of interventions to be compared over time.

In West Lothian we want to ensure that all care experienced children, young people, care leavers, parents and carers have the opportunity to have a real say in matters that affect them. We currently have a range of ways of engaging and involving our care experienced children and carers including:

- Having Your Say forum
- Viewpoint
- Advocacy services and Children's Rights service
- Residential House Activities
- Carers Consultative Forum
- Kinship Care Group
- Champions Board

Care experienced children and carers are also actively encouraged to attend all meetings where their needs and outcomes are to be discussed. If they choose not to attend, we ensure their views and voices are heard at their meetings and ensure they receive feedback on what was discussed after the meeting. We recognise that while there is a range of activities taking place to promote the participation of our children and young people our approach could be streamlined and we are committed to making improvements. In particular we will find more effective ways of engaging with our older care-experienced young people and our looked after children who are cared for at home.

An engagement working group is established and is reviewing the ways we currently communicate and listen to our care experienced children and carers. The working group will develop a clear structure and framework for our future activities.

The council recognises the benefits of **parental engagement**. We know that when parents are fully involved in their child's learning, and in the life and work of their local school, that we see better outcomes for children, parents and schools. That is why we will work to ensure that parents are supported to play an active role in their child's learning, and that parents and communities play a bigger role in the day-to-day lives of their schools. Parents and teachers in particular will become key decision makers.

All schools are GDPR compliant most schools across the authority have active social media accounts and have their own school app to share information and learning with parents. All schools in WL also now have an active school website. WLC Sports Club Accreditation Scheme application, sporting grants application and ESSP applications all developed to submission via the Active West Lothian Website.



IWS run a Parents Forum which is in partnership with CLD, Signpost and The Larder. This group meet to discuss challenges at home and engage in family learning activities over a lunch prepared and served by our children and young people. This session takes place monthly. Our primary provision at Connolly School Campus have regular parental sessions in a nurturing session on a class-by-class basis. Parents are involved in the ongoing Child's Planning Process for every child we support.

Active Schools produced their first e-newsletter in 2019. Newsletters are now being produced termly and are being shared widely amongst all education staff, parents and stakeholders.

Schools across the authority have participated in Parents as Equal Partners (PEEP), Families Connect and FAST sessions to support parents to become involved in the school community who many need support / English as an additional language.

The **Public Art Programme** provides communities with the opportunity to contribute to decisions regarding the improvement of their local built and natural environments. Funding awarded from the Grassroots Public Art Grant scheme has enabled many community groups to improve local spaces using commissioning of public art. Grassroots Public Arts grant scheme will continue to be delivered on a rolling programme basis.

The commissioning group consultation method supported by the Grassroots grant process, continues to encourage and enable local people to participate in the design and creation of new art works which demonstrate a lasting benefit to the community and which make people feel better about themselves and their community. A new public art plan for 2021 -2026 is currently in development which will outline further opportunities for access to public art projects and funding for local residents and schools to participate in shaping local shared spaces and events.

New extensive mapping of all public artworks in West Lothian has been developed for the purposes of encouraging access to outdoor spaces and improved health and well being through engaging in self-guided public art walking routes now available online for PC and mobile devices.

<https://www.westlothian.gov.uk/publicart>

The **Senior Peoples Forum** was set up in response to recommendations in the Review of Services for Older People in West Lothian, in August 2009 and held the first meeting in November 2009; It has an approved constitution, which defines the Forums purpose as being to act as a partnership between the council and local senior people, providing an opportunity for experiences, opinions and desires to be expressed on a wide range of issues. In addition, it identifies the Forum's function as being to establish and maintain communication between senior people (those aged 60 plus) the council and its community planning partners, enabling the council to consult on developing its local response to the Scottish Strategy for an Ageing Population. The Forum has been the consultative organisation in relation to Older Peoples issues since then. The Forum provided representation on several WLC Policy Development and Scrutiny Panels and provided views on the Strategic Commissioning Plan for Older People, People Living with Dementia 2019-2023 and Housing Allocation Policy. The Forum provided representation on several WLC Policy Development and Scrutiny Panels where new and amended council policy is discussed and scrutinised before going to Council Executive for approval.

Engagement activities for the **Strategic Commissioning Plan** involved both targeted and open consultation processes with service users, carers, families, service providers from the third and independent sectors (such as Carers of West Lothian) and staff from across the West Lothian Health and Social Care Partnership (WLHSCP) in the identification of our priorities. The engagement activity was tailored within each care group to the needs of stakeholders. This involved working with existing network groups, setting up face-to-face meetings and workshops with 3rd and Voluntary sector and their service users and

carers. Engagement with staff groups across health and social care services also took place. Feedback forms were completed by adult community health and social care rehabilitation teams, district nurses, older people social work teams, GP practices and inpatient hospital teams. The two public engagements events were held covering the commissioning plans which included older people, people living with dementia, people living with a learning disability, people living with physical disabilities and people living with mental health problems.

Two dedicated Dementia engagement events were also held in partnership with Alzheimer Scotland, to offer a supported structure for groups of 10 service users and their families to have their collective voices and views heard. Specific focus was given to understanding the needs of both early onset dementia affecting people under 65 yrs and over 65 yrs.

To ensure people with a learning disability and their families and carers have the opportunity to have their views heard and shape future services. Ongoing engagement through the learning disability forum to explore approaches to ensure that people are supported to contribute their views and shape future services. An event to inform the learning disability community of the work of the Learning Disability Forum has been planned for Autumn 2021.

**West Lothian Council Advocacy** is a commissioned service to provide independent advocacy for adults with mental health problems and/or addiction problems. The project aims to: Improved access to entitled public services and resources; ensure that services users feel more listened to and understood by services and professionals; increase understanding amongst service users of their rights and available options; ensure service users feel more confident and empowered; and ensure service users have better opportunities to participate in decisions affecting them.

West Lothian Council Advocacy services are commissioned through several advocacy organisations. A contract is in place with West Lothian Mental Health Advocacy service, an organisation that represents adults with continuing and enduring mental health issues to ensure their views are heard and represented accurately. The service is managed by a Management Committee (with a majority of service users) and it employed six workers.

the outcomes for the project as follows:-

- Improved access to entitled public services and resources
- Mental health services users felt more listened to and understood by services and professionals.
- Increased understanding about rights and available options.
- Mental health service users felt more confident and empowered.
- Mental health service users had better opportunities to participate in decisions which affected them.

West Lothian Alcohol and Drugs Partnership had developed a model **Public Social Partnership (PSP)** to support those who are recovering from substance misuse by developing community based rehabilitation and recovery services. The model reflects the needs of the community as communicated to the PSP steering group and changes driven by the community include: a focus on aftercare with tailored community rehabilitation; and increase in peer mentoring and peer employment opportunities.

Changes driven by the needs of the community included removing the through care aspects of the model with a focus on aftercare, a stronger focus on tailored community re-habitation for West Lothian and increasing peer mentoring and peer employment opportunities in the model.

A West Lothian Recovery Service was piloted and evaluated as part of a Public Social Partnership (PSP). Ongoing services were commissioned from Change, Grow, Live (CGL). The work has resulted in more recovery sites being opened, the development of peer support networks and workforce training.

The **Joint Forum of Community Councils in West Lothian** is operated by community councils with support from West Lothian Council. The Forum aims to share knowledge and experience on subjects of common interest and formulate questions for the council's Policy, Development and Scrutiny Panels (PDSPs) and to influence community planning decisions. The Forum is open to every community council across West Lothian and holds a number of meetings and events per year. They have ordinary and special meetings that can be requested by members and the West Lothian liaison officer for community councils. Community councils have work with the 3<sup>rd</sup> sector, council and volunteers to support local communities. Examples include support for the Food Poverty Strategy – the Big Lunch plans, Participatory Budgeting – community choices and Town Centre Funding.




## Equality outcome 6: West Lothian Council is recognised internally and externally as an equal opportunities employer

### Context

The council has made significant progress in relation to implementation of structures, processes and employee engagement on equality and diversity in recent years. Further focus on increasing the diversity of our workforce and raising employee and management awareness and capacity to understand the specific needs of customers within the equality protected characteristics is required to ensure that we have a workforce which is confident and in a position to be authentic in the workplace.

### Performance Information

The following are a selection of the performance indicators which have been developed to monitor progress of the actions to support the delivery of Outcome 6.

Traffic Light Icon	Code & Short Name	Last Update	Current Value	Current Target
	corEO007_9b.1c Performance on Stonewall Workplace Equality Index *	2018/19	80	62
	SCORP03c_9b Gender Pay Gap	2019/20	0.54%	0.69%
	SCORP03b_7b Percentage of council employees in top 5% of earners that are women.	2019/20	56.58%	55.96%

West Lothian Council did not submit an application in 2019 to the Stonewall Workplace Equality Index and the 2020 submission was postponed due to the Covid 19 pandemic.

As West Lothian Council did not submit to the workplace equality index in 2019 we did not receive any feedback from Stonewall. In 2020, the council received information on the postponement and revised workplace index criteria.

### Our Action

The Council has undertaken a number of activities in working towards achieving the desired outcome. These include:

Before the forced closure of schools, 7 high schools in West Lothian were visited in 2019/20 to provide promotional talks and information to secondary pupils during career events targeted at S1-S6 pupils and 2 events at West Lothian College. At such events pupils are encouraged to consider apprenticeships in non-traditional roles. In addition **Girls into Work** taster sessions are carried out every year to attract women into construction. The council has recently recruited one female apprentice into each of the following trades: road-working, mechanics, joinery and plastering. A previous female road-worker apprentice has now been successful in gaining a permanent position. In 2019/2020 there are:

- Females in Construction - 4%
- Females in Non-Construction frameworks – 48%

- Females with the Modern Apprenticeships programme – 32.6%

The council continues to work with the **Access Committee** to ensure that all council buildings and facilities are accessible to all. Construction Services have a representative on the Access Committee which meets monthly to ensure that access issues are addressed at the planning stage in relation to refurbishments/new build projects.

Construction services continue to attend access committee meetings and have presented a range of projects to committee for comment.

Access Audit reports and attendance at meetings has increased the accessibility of buildings throughout the WLC property portfolio. This activity has also ensured that access issues can be addressed during the initial planning stages

### **Corporate Leadership Programme**

The council delivered a Leadership Programme to all its managers including Head Teachers between February 2018 and March 2020. 294 managers attended seminars. Although the programme largely focused on change participants were reminded of the need for effective Integrated Impact Assessments and other equality issue.

### **Ongoing Corporate Training**

Training was designed internally to ensure it met the needs of all of the council's services. It was delivered by internal trainers face-to-face over a 2 hour training session. The training was very interactive to explore and challenge employee attitudes and behaviours through a number of specifically designed practical exercises. The content has generated greater awareness among employees although the evidence of this is largely anecdotal e.g. discussions at other corporate training events. Some of the comments from participants is provided below:

"How important it is not to judge people, working on reception I deal with people from all walks of life and can admit I need to be more patient and understanding in future."

"Think more carefully when joining in 'banter' as to how it makes others feel."

"I liked the exercise where we read about someone and their experiences at work and were asked to consider what was wrong. It was very easy to jump to the obvious conclusion which in all the examples was wrong. It was an eye opener."

The training session delivered to all council employees as detailed above is still offered with a further 137 employees attending since the corporate rollout was complete in 2019. There are other training course and bitesize sessions that include equality and diversity content. Training courses are continually reviewed to ensure they reflect the council's current policy, procedures and practices.

### **Employee Information Briefings**

Services are required to communicate Employee Information Briefings on a quarterly basis the content of many of these will cover different aspects of equality and diversity. The briefings continue to raise employee awareness of the width and breadth of equality issues helping to mainstream issues. Some of briefing issues are:

- Employee Mental Well-being Policy
- Policy for Supporting Attendance at Work
- Equality in employment and service provision

New policies, plans and service changes must be subject to an Integrated Impact Assessment (IIA) to ensure they meet relevant legal duties re Equality, Fairer Scotland, Human Rights and Climate Change. A programme of face to face training events for staff who are involved in producing IIAs was organised for 2020 but with the onset of the pandemic the materials were transferred in to an online format and 5 **online IIA training sessions** were delivered with colleagues from other Lothian local authorities and NHS Lothian.

An **e-learning induction module** covering equality and diversity issues was launched on the Mylearning platform and made mandatory for all new starts from 1 April 2019. A mandatory e-learning module was launched for all new employees from 1 May 2019 and as at 10 August 2020 a total of 1777 employees had completed the module. The module covers the key points of legislation and how it relates to the role of individuals as well as the council's code of conduct and values. Anecdotal evidence has said that the module has raised awareness in the workplace and helps to drive employee discussion on equality issues.

Other e-learning modules that have been developed or transferred onto the e-learning platform have been reviewed to ensure gender neutral and inclusive language is used.

The council has mandatory e-learning module on 'Delivering to Council Values' which was rolled out to all employees for completion in February 2020. This module focuses on conduct that's expected of employees with one of the council values being 'Providing Equality of Opportunity'. There is a lesson within the module that focuses on equality and diversity. All recruiting managers are required to complete the 'Providing Equality of Opportunity' e-learning module since 1 May 2019 with 342 employees having completed it by 10 August 2020. This module details the council procedures and processes that are in place to ensure all recruitment is undertaken fairly and highlights the responsibility on the recruiters to apply it correctly. An 'Unconscious Bias' module has been developed to be partnered with this and other learning. This will be launched in April 2021.

There is other content on equality and diversity in other mandatory and non-mandatory e-learning modules. E-learning content is continually reviewed to ensure they reflect the council's current policy, procedures and practices.

E-learning has been developed for recruiting staff to ensure they are aware of the relevant legislation and good practice. This is mandatory for all those involved in recruitment with two year refresh period.

The content of the recruitment and selection seminar which partners the e-learning has been reviewed to ensure it reflects current good practice specifically in relation to equality. Partly this has been prompted by complaints raised previously in relation to poor recruitment practice.

The purpose of both the recruitment and selection e-learning and the seminar is to ensure improved practice.

The council continues to promote the inclusion of LGBT employees as a **Stonewall Diversity Champion**. Some of the events that evidence the council's work as a diversity champion include:

- Celebrate **Transgender Day of Visibility** (TDOV) and raise awareness of **International Day Against Homophobia, Biphobia and Transphobia (IDAHOBiT)** and **LGBT History Month**
- **West Lothian Pride** is a community event that enables LGBT individuals, their friends, families and allies to come together in a safe and welcoming place to celebrate their diversity. Due to the pandemic the sixth West Lothian Pride event was a Digital Pride Event featuring Rachel Shelley, Rhonda Jones, Martin Blunden and our very own Miss Tish Ewe to name just a few of the special guests.

Employee Health and Wellbeing Plans are in place to ensure the council is proactive in supporting employees who maybe more vulnerable by addressing health inequalities. The corporate **Employee Wellbeing Action Plans** for 2019 and 2020 have delivered health weeks where the Healthy Working Lives Steering Group has worked with organisations such as MacMillan Cancer Care to ensure employees have an awareness and access to support and help where they need it. Events have been specifically targeted at specific groups of employees such as those on low income or who have financial difficulties.

The impact of providing information and signposting support available is difficult to measure however there is anecdotal evidence that employees find this beneficial. MacMillan clearly see this as a worthwhile partnership as they have printed specific literature for council staff.

The council is aware of the impact that the COVID-19 pandemic and our current working arrangements is likely to have had on employee wellbeing. Therefore in 2020 the council issued the first of a 6-weekly programme of wellbeing pulse surveys to all council employees. The ongoing feedback from regular pulse surveys is being used to inform, tailor and target ongoing work to support the wellbeing of council employees. Examples of wellbeing work have included, wellbeing workshops, promotion of opportunities to have online social events to combat isolation, development of a wellbeing campaign to highlight the support available to employees through the Four Pillars of Wellbeing toolkit and positive stories from throughout the pandemic from 'lockdown legends'.

West Lothian Council has continued to work hard with regards to becoming a more inclusive employer, a revised **Equality Calendar** was agreed and implemented in January 2021 by the HR Programme Board. This means that there is an increase in the number of corporate and service specific days/weeks and months that are celebrated including: Deaf Awareness week, Black History Month, Autism Awareness Week, Interfaith Week, World Aids Day, Mental Health Awareness Week, Carers Week and World Refugee Day.

Promotion of the events contained in the calendar enables the council to raise awareness of the equality and diversity issues and signpost employees to key areas of support. These significant events are promoted via the council's social media accounts, by issuing emails to all staff email accounts, and in our employee magazine.

The council continues to ensure that its policies, procedures and practices are inclusive and meet the needs of employees with protected characteristics by **consulting with employees**. For example, a series of service specific engagement events took place with regards to the council Transformational Change agenda and an annual employee survey is conducted amongst all staff followed by focus groups to analyse results and generate action plans.

In the last employee survey 88% of employees answered strongly agree or agree that they have not experienced discrimination at work in relation to a protected characteristic.

The council continues to improve mechanisms for gathering equality information and to encourage employees to provide equality information to ensure a comprehensive data set is available to inform decision making. The **equality monitoring questions** have been reviewed resulting in the question set relating to gender identity being widened and the wording of the trans and non-binary question improved to meet best practice.

We have continued to work with COSLA on the development of a centralised recruitment portal 'My Job Scotland' to ensure the equality data held in this system matches that held on the council's system to achieve consistency and best practice. Further work is being done by COSLA to ensure that the equality monitoring questions on 'My Job Scotland' meet current best practice and to ensure alignment with the planned 2021 census.

The **recruitment process** is gender neutral and this balance is reflected by the applicants for posts.

All recruitment complies with legislative requirements.

The council has been working to ensure **Consolidation of the Scottish Local Government Living Wage** into the council's pay structure with effect from 1 April 2021. Plans to consolidate the living wage have been developed in consultation with recognised trade unions and in line with the SJC Guiding Principles for Consolidation, which include the preparation of an Integrated Impact Assessment.



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

### Context

National research highlights that bullying in schools as a result of having a protected characteristic, remains a persistent and significant equality issue. Bullying has a severe impact on all pupils who are victims. However, in a similar context to hate crime, a pupil bullied because they are black or from an ethnic minority, have a disability or are perceived to be LGBT are likely to face more severe impacts on their attainment and future life chances. Bullying related to gender remains a growing issue which requires to be considered a priority within the four year equality outcomes cycle.

A selection of performance indicators have been developed to support the delivery of Outcome 7.

### Performance Information

The following are a selection of the performance indicators which have been developed to monitor progress of the actions which have been developed to support the delivery of Outcome 7.

Traffic Light Icon	Code & Short Name	Last Update	Current Value	Current Target
	EDSCH001_6a.6 Percentage of Primary Pupils Rating the Equality & Fairness in Their School as Good or Excellent.	2019/20	93%	92%
	EDSCH002_6a.6 Percentage of Secondary Pupils Rating the Equality & Fairness in Their School as Good or Excellent.	2019/20	85%	87%

### Our Action

The Council has undertaken a number of activities in working towards achieving the desired outcome. These include:

The **Inclusion and Wellbeing Service** was established in 2016 to support children and young people with Additional Support Needs (ASN) from age 3-18 across West Lothian. The service supports the presumption of mainstream education for all children and young people and offers a flexible and dynamic variety of targeted interventions to support schools, families and children and young people. The tiered intervention model was introduced in 2018 and is set out in the West Lothian Continuum of Support: [https://www.westlothian.gov.uk/media/29575/Education-Services-Continuum-of-Support/pdf/Education\\_Services\\_Continuum\\_of\\_Support\\_Oct\\_2018\\_\(A9149300\).pdf](https://www.westlothian.gov.uk/media/29575/Education-Services-Continuum-of-Support/pdf/Education_Services_Continuum_of_Support_Oct_2018_(A9149300).pdf)

The Inclusion and Wellbeing Service now supports over 600 children and young people covering all aspects of ASN with exclusions being reduced across the authority and improvements in attainment through the targeted intervention programmes. ASN schools and the Inclusion and Wellbeing Service liaise with agencies such as West Lothian College and Oatridge College to support positive destinations extended work experience placements are available to pupils with additional needs.

The Inclusion and Wellbeing Service offers a wide range of learning opportunities for children and young people with ASN. The programmes are offered as part of mainstream school timetables with learners supported into programmes such as Consequential Thinking, Horse Management, Retailing, Hairdressing, Rural Skills, Construction Crafts, Sound Production, Junior Gardening, Swimming, Lifeskills, Personal Fitness. All programmes are linked to relevant awards to support our children and young people to succeed and improve their life chances.

- Reduction in fixed-term exclusions
- Improved wellbeing of children and young people
- Improved attainment
- Improved positive destinations
- More learners with ASN being successful in mainstream settings
- Successful HMI inspections of ASN settings
- Improved attainment and positive destinations for looked after children (LAC Attainment Project)
- Improved range of resources and strategies to support young people with ASN in mainstream leading to improved outcomes funded by the Pupil Equity Fund, Scottish Attainment Challenge and ASL Implementation Fund.

Education Services is focused on improving wellbeing for all children and young people supported by the service. The service has introduced a council wide counselling service following analysis of the needs of children and young people being referred for support. The service also aligns all interventions to the wellbeing indicators with the ambition of supporting children and young people to have better outcomes in education and onto a post-school positive destination. The wellbeing indicators are central to the planning process for each child as part of their Pupil Passport completed with their key adult. This approach ensures wellbeing is central to all interventions and enables tracking of next steps and signposting of possible further interventions.

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

Schools and early years centres across the authority have been effectively implementing the revised Realising the Ambition: being me (2020) document which explores a range of interactions, experiences and spaces we need to provide for babies and children to help them and grow best from their earliest days through to being a young child in early primary school. Early Years gender friendly nurseries project -The main aim of the project is to work with early years establishments to examine all aspects of nursery life and practice to ensure that children and staff are not in any way limited because of gender or gender stereotyping. The new Relationships Sexual Health and Parenthood resource (trialled by 50 schools) explores family make up, similarity, diversity and respect - gender and sexuality, LGBT and gender equality across early to senior phase of learning.

In 2016/17, West Lothian had 6 **Schools Sports Gold Awards**. The total figure held following 2018/19 is now 22. The awards were suspended for 2019-20. Further sporting leadership opportunities were offered to pupils in 2018-19 with the launch of the **Coach Academy West Lothian Programme**. Following a successful pilot, the programme continued into 2019-20 and the number of qualified secondary pupils delivering or supporting extracurricular activity increased in 2019-20 to 105, a 14% increase on the original figure reported in 2017-18.

Young people in the Glitter Cannons Youth supported CLD Youth Services towards achieving LGBT Youth Scotland Gold Charter in 2018.

CLD Youth Services Youth Work in Schools 'Dignity Box' project with Armadale Academy students won a Stellar Award in 2019.

**Information on hate crimes** is currently rolled out in 5 schools with a roll out intended across the authority in subsequent years. It has been very well received and is supported by Education Scotland Officers. Cedarbank School are also engaging in a pilot of Mentors in Violence Protection in ASN settings. Since January 2020, most of our secondary schools have chosen to fund School Link Officers (SLO) from their own budgets. There are four SLOs shared across eight of our secondary schools and our Inclusion and Wellbeing Service. This has enabled officers to form positive relationships with pupils and support the delivery of PSE. We now have four School Campus Officers working across seven secondary schools in West Lothian. Where requested they will assist schools in the delivery of hate crime within the current curriculum. Schools are now reporting bullying incidents and interventions through SEEMIS pastoral notes.

CLD Youth service continues to support West Lothian Pride, which is now a constituted group; in particular ensuring that young people's voices are heard and that there is a co-design and co-production approach. CLD Youth Services has the **LGBT Youth Scotland** Gold Charter Mark.

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

### **Moving Forward in Your Learning overview**

[https://www.westlothian.gov.uk/media/21362/Moving-Forward-in-Learning-Overview-2019/pdf/Moving\\_Forward\\_in\\_Learning\\_Overview\\_2019.pdf](https://www.westlothian.gov.uk/media/21362/Moving-Forward-in-Learning-Overview-2019/pdf/Moving_Forward_in_Learning_Overview_2019.pdf)

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

Policy on Equality and Diversity Education Services was developed in January 2020.

West Lothian Council participates in the 16 Days of Action against Gender Based Violence. During these 16 days there are a range of activities, events and media releases designed to raise awareness of the importance of tackling domestic violence, how to report abuse and how to seek support.

Activity within schools include:

- Secondary schools delivered specific 16 Days lessons around gender, relationship and consent.
- Primary schools participated in a competition called #hecanshecan focused around challenging harmful gender stereotypes. Pupils were challenged to use a media of their choice to convey the message that no child's choices, ambitions or dreams should be limited by their gender.
- All Secondary schools planned to take part in this peer education programme Mentors in Violence Prevention (MVP) which is jointly organised by Police Scotland's Violence Reduction Unit and Education Scotland. 5 schools are currently trained – the others were due to be trained after summer however due to COVID-19 this has been put on hold.

The 2018-19 and 2019-20 academic years saw the introduction of several Girls' only secondary sports competitions across the sports of handball, football

and basketball and rugby. The enforced schools' lockdown meant no comparison or trend could be established.

All schools in 2020 are now being asked to have at least a the Unicef's Rights Respecting Schools Bronze Award. All schools which have out of date awards are being reassessed. Due to COVID-19 these will take place online.

The **expansion plan of early years education** is progressing at pace with the requirement of additional hours offered and inclusion of 2 year olds. Creative thinking in the use of spaces inclusive of outdoors; staffing and managing of numbers of children logistically and in terms of quality learning provision is being employed. As significant transformation and extension in Early Years and Childcare with additional hours childcare reaching 1140 per year in 2020 inclusive of 2 year olds with parents receiving qualifying benefits. The central Support Team offer training and support in alternative Early Years approaches such as Outdoor Learning. 6 schools have trained staff in Raising Children with Confidence – a 6 session parental workshop.

Support for Syrian Refugee families is provided in schools by teaching staff trained in English as an Additional Language along with translated teaching resources. The Syrian Re-Settlement Group has established a community group which organises whole family events giving opportunities to practise English in a supported environment in real contexts. Preventative measures are also in place with Police Scotland to support refugee adults and young people with events around the law and culturally acceptable practice in Scotland.

Six secondary schools are working directly with LGBT Youth Scotland with 2 schools achieving Silver Charter mark. A West Lothian LGBT Youth Network has been set up. The Stonewall Education Index Submission for 2018 improved score by 6 points and placed 2<sup>nd</sup> in Scotland.

Guidance around Supporting Young Trans People is now in Education policies and can be found at:

[https://www.westlothian.gov.uk/media/15334/Supporting-Transgender-Young-People-in-West-Lothian/pdf/Supporting\\_Transgender\\_young\\_people\\_in\\_West\\_Lothian.pdf](https://www.westlothian.gov.uk/media/15334/Supporting-Transgender-Young-People-in-West-Lothian/pdf/Supporting_Transgender_young_people_in_West_Lothian.pdf)

In order to improve and support child and young people's health and wellbeing every school now has one or more trained **Health and Wellbeing (HWB) Champion/s**, supported by a designated Network Leader. Practitioners are working in multi- agency partnerships on projects such as One Trusted Adult and Adverse Childhood Experiences. Many schools now have processes in place to track and monitor the wellbeing of pupils through the wellbeing indicators to identify key strengths and gaps.

Through the COVID-19 HWB recovery plan HWB in champions in each school had training and lead the recovery process in their school. This ensured 100% of primary and secondary schools now have processes in place to track and monitor the wellbeing of pupils through the indicators and a RAG (red, amber, green). They have also all implemented a trauma-informed practice - trusted adult approach where any pupils have access to discussion with an adult they have chosen in school whenever they need it based on their needs. A continuum of support model was implemented, in partnership with EPS and IWS, in all schools with interventions to support pupils' mental and emotional wellbeing at curricular (universal), targeted and enhanced support.

In West Lothian Duke of Edinburgh Award is supported by a dedicated team of school and community volunteers. This approach enables young people to participate in the Duke of Edinburgh Award programme through their school or locally run open awards group. 93% of participants feel that DofE has helped them to work in a team and 84% feel that they have become a more responsible person.

The multi-agency **Mental Health and Wellbeing Screening Group** meets fortnightly and triages referrals and signposts families who are engaging or at risk to appropriate support. We provide a one point referral process which means parents, young people and professional's only need to fill in one form to

access a number of services. We have increased the age of referrals from 4 up until the age of 25.

To better support children and families impacted by the Covid lockdown, a multi-agency Wellbeing Recovery Screening Group has been formed. This group meets weekly to discuss referrals from schools, parents, GPs and Social Policy colleagues and allows professionals from all agencies to share information, assess needs and quickly allocate appropriate services.

In recognition of the importance of mental health and wellbeing for children and young people in West Lothian we have recruited a dedicated post to ensure that strategic planning is sufficient to enable children and young people are able to access services and support for their mental health and emotional wellbeing within their community.

Partners in West Lothian remain committed to improving outcomes for children in care and young people. We are working together to take forward the findings of the Independent Care Review – The Promise.

In support of this intention the use of **Family Group Decision Making** was further extended during 2019-20 to ensure that more children and young people are able to experience wider family network support where they may not otherwise have had the opportunity to do so. We continue to review how we position and provide services to support families at the earliest point and that intensive support is provided to ensure, that where it is safe to do so, that children at risk of being accommodated remain placed within their own families, family networks and communities.

A Glow **Mental Health Support Sharepoint** with tiered interventions is now live with the aim of assisting schools to access relevant and appropriate support for pupils. In terms of services for children and in recognition of the importance of mental health and wellbeing for children and young people in West Lothian we are recruiting to a dedicated post to lead to ensure that strategic planning is sufficient to enable children and young people are able to access services and support for their mental health and emotional wellbeing within their community.

**Active Sports & Community Sports** (AS&CS) staff have taken part in 'Inclusion in Sport' workshops to broaden knowledge and to challenge current practice. Learning is being used to shape service plans and community sports clubs will be provided with an opportunity to attend similar sessions as part of a series of support sessions. AS & CS have fully embedded a 'Changing Lives Through Sport' approach to service delivery. The approach seeks to deliver wider outcomes for individual and communities through sport and physical activity. Community Sports club support is driven by the approach and work is being carried out with support of sportscotland to integrate the approach within Active Schools.

This comes at an opportune time when the focus on health and wellbeing of pupils is paramount. The service have been successful in gaining places for 2 staff on the 'Changing Lives Champions' programme for 2020-21 that will further support the service development lead by the current service 'champion'. Co-ordinated Support plans are in place. (These are statutory for a small targeted group of pupils.)

AS&CS partnered with Team United to ensure provision of sporting opportunities for children with autism. Programmes were delivered at 2 venues within West Lothian. Participation in extracurricular activity of pupils with a disability increased from 2017-18 to 2018-19 by 2% to 33%. Active Schools & Community Sport staff attended 'Equality Through Sport' training delivered by the Fair Pay Foundation. The training increased staff knowledge and confidence in challenging bullying and gender related inclusivity issues within sport. Training is scheduled to be delivered to pupils in sporting leadership roles in schools i.e. Young Ambassadors.

In addition to supporting teachers and individual pupils, **Psychological services** (EPS) continue to offer group work sessions such as 'Give us a Break';

Bereavement / Loss and Anxiety groups which support young people. These are very well received and young people's recovery is recognised as being improved by their participation. Psychological services (EPS) continue to offer group work sessions such as Give us a Break; Bereavement / Loss and Anxiety groups which support young people. These are very well received in that young people's recovery is recognised as being improved by their participation. This in addition to EPS role in schools supporting teachers and individual pupils.

The **Youth Work in Schools** programme provides a diverse range of learning opportunities and is specifically tailored to meet the needs of the young people referred. In the reporting period, the programmes delivered focused on building confidence and self-esteem, resilience, personal safety, addressing risk taking behaviours, employability skills and raising aspirations. 12 participants achieved Dynamic Youth Awards and 7 participants gained Level 4 SQA Preparing for Employment Units. The Youth Work in Schools programme provides a diverse range of learning opportunities and is specifically tailored to meet the needs of the young people referred. This work is mainly focused on improving mental health and wellbeing, developing employability skills and removing barriers to learning. In the reporting period, programmes delivered focused on building confidence and self-esteem, resilience, personal safety, addressing risk taking behaviours, employability skills and raising aspirations. Some of the young people referred to the youth work in schools programme took up the opportunity to have their learning and achievements formally recognized through youth awards. 41 participants achieved Dynamic Youth Awards, 10 gained Level 4 SQA Preparing for Employment and 6 completed the Hi 5 Award. CLD Youth Services HYPE project won a Creative Scotland Arts Award in 2019. The service set up a CLD Youth Services dedicated Facebook page in May 2020 to maintain engagement with young people and showcase young people's achievements.

All West Lothian Schools have agreed to continue to support the Unicef **Rights Respecting School Award** (RRSA) service level agreement. There is an ongoing roll out of schools awarded under Unicef's new assessment system. To date 6 primary schools and 1 ASN school have been awarded Gold, and 2 secondary schools and 5 primary schools have been awarded Silver. The Inclusion and Wellbeing Service have achieved the Bronze Rights Respecting School Award (the first service of its type in Scotland to achieve this) and is working toward the Silver Award.



## Equality outcome 8: Improve awareness of carers and the issues they face when accessing services

### Context

Whether caring for children or adult dependents, unpaid care work has a significant impact on the ability of carers to access mainstream council services. Carers may require services to be provided on a flexible basis or at specific times which work around caring responsibilities. Caring responsibilities are likely to impact significantly on the ability of carers to interact and access council services, as well as having a significant impact on life chances, including health and employment.

### Performance Information

The following are a selection of the performance indicators which have been developed to monitor progress of the actions to support the delivery of Outcome 8.

Traffic Light Icon	Code & Short Name	Last Update	Current Value	Current Target
	EDSCH003 - percentage of parents/carers rating the Equality and Fairness in their child's school and good or excellent	2019/20	91%	90%
	PTS006 - percentage of Parents and Carers of Service users who rated the Community Transport service's staff experience and knowledge as good or excellent	2019/20	92.9%	95%

### Our Action

The Council has undertaken a number of activities in working towards achieving the desired outcome. These include:

The [Carers \(Scotland\) Act 2016](#) came into effect on 1 April 2018. The purpose of the Act is to help carers continue in their caring role whilst being supported to look after their own health and wellbeing. The act places a requirement for carers to be offered or to request an Adult Carers Support Plan or Young Carer Statement. Engagement with Carers of West Lothian has been a feature of the implementation of the Carers (Scotland) Act 2016 which was implemented in 2017. This was backed through significant briefings for the community care staff. Promotion of the importance of carers is an ongoing feature of the work within community care and supports cared for people in remaining in the environment of their choice. The application of critical and substantial eligibility criteria is resulting in focussing on strength-based assessments and encouraging and promoting more independence. The introduction of the Contributions Policy in 2019 explains the Self Directed Support options available to customers to support their choice of independent living and this information is also available on the website and in hard copy.

In line with statutory requirements, Social Policy staff undertaking an 'All About Me' assessment for a service user which will identify carers' needs and offer carers support, training and access to information including a **Carers Assessment**.

**Community Care Teams** with Social Policy have been conducting outcome focussed assessments in partnership with people who use our services, their families and carers in order to encourage and promote independence and support cared for people in remaining in the environment of their choice. Promotion of the importance of carers is an ongoing feature of the work within community care and the council continues to engage with Carers of West Lothian as a feature of the implementation of the Carers (Scotland) Act 2016.

Following the introduction of the Carers (Scotland) Act which came into effect on 1 April 2018, West Lothian Council has implemented the **Carer Strategy** (2019-2022) in partnership with Carers of West Lothian which is designed to involve carers in the planning and delivery of services. This strategy reflects on the vision and aims from the Integration Joint Board (IJB) Strategic Plan, the principles from Equal Partners in Care, the Scottish Government's Carers Strategic Policy Statement, and from our commitment to Getting It Right For Every Child (GIRFEC)

A collaborative approach was taken in developing the Strategy, with carers and the organisations that support them at the centre of the process. This included the consultation and feedback from the IJB strategic plan and commissioning plan process and a survey undertaken by Carers of West Lothian. Over 645 carers / advocates, service users, service providers, members of the public received direct face to face contact and responded to the engagement activity.

**Feedback from the 2019 Carer Survey:**

80 carers registered with Carers of West Lothian (COWL) responded to the 2019 annual survey. Carers were asked about the type of information or advice they received through COWL and how helpful or unhelpful this was. 88% of those receiving financial or benefits advice said it was either extremely helpful or helpful. Respondents generally said the quality of information and advice received is excellent, with no improvements needed and that the information provided is clear, informative and professional.



## Equality outcome 9: Improve awareness of and access to information, assistance, advice and support to alleviate poverty and increase disposable income



### Context

The combined effects of the economic situation and reform to welfare are having a detrimental impact on poverty. Ensuring that people affected by poverty have information and support to ensure that they are making the most of financial opportunities available to them is a key priority for the council going forward. Awareness and access to these opportunities by people within the relevant protected characteristics is critical to promoting equality. Given economic projections, this issue is likely to remain a key mainstream and equalities priority over the four year period of the equality outcome cycle.

A selection of performance indicators have been developed to support the delivery of Outcome 9.

### Performance Information

The following are a selection of the performance indicators which have been developed to monitor progress of the actions to support the delivery of Outcome 9.

Traffic Light Icon	Code & Short Name	Last Update	Current Value	Current Target
	FEADS063_9b.1a Number of customers receiving disability related benefits	2020/21	2484	2400
	APS081_9b.1a Total quarterly amount the Advice Shop has gained in extra benefits for older people (Aged 60 and over).	2020/21	£8,062,217	£7.6M

### Our Action

The Council has undertaken a number of activities in working towards achieving the desired outcome. These include

The council's **Anti-Poverty Strategy** 2018-2023 aims to tackle inequality, minimise the impact of poverty on the people of West Lothian and reduce the differences in income and life chances between different parts of the community. The refreshed West Lothian Anti-Poverty Strategy and action plan was approved at Council Executive in June 2018 and by the Community Planning Partnership Board in September 2018, and was collaboratively designed with engagement and support from local people. Over 450 individuals and more than 15 community groups and partner organisations participated in surveys and focussed discussions about poverty and inequality. Additionally, over 45,000 comments received through the 'Transforming Your Council' consultation have been analysed to identify opinions, good ideas and suggestions. Further feedback was gathered from 456 professionals in customer facing roles through a programme of poverty awareness training. The Strategy and action plan is the result of careful consideration of the current landscape and the changing nature of poverty, combined with the voices of local communities, organisations and people with direct, lived experience of poverty. Elaine Nisbet who is West

Lothian Council's Anti-Poverty Service Manager, has been appointed as a Member of the British Empire (MBE) in recognition of her team's excellent work to help the West Lothian community affected by the COVID19 pandemic.

The Anti-poverty Taskforce oversee the anti poverty activity in West Lothian and extra scrutiny is provided by panel of volunteers with lived experience of surviving on a low income or struggling to make ends meet.

#### [Local Child Poverty Action Report](#) progress

Housing staff have continued to work in partnership with the Advice Shop to support tenants to improve their financial stability through income maximisation and advice. Since April 2018 there have been 806 referrals for **Income Maximisation and Energy Advice**.

106 Housing and Customer Information Service Staff attended **Welfare Reform training** to increase staff awareness and equip them to assist tenants with welfare reform and in particular the challenge of Universal Credit.

In order to ensure that the services of the **Advice Shop** can be accessed by all members of the community, the Advice Shop annually reviews advice provision across West Lothian and develops outreach sessions based on customer and stakeholder insight. The service consults with partners, customers and other stakeholders in relation to advice provision in local communities through Local Area Committee Meetings, Cross partner meetings and customer comments cards. Feedback is reviewed to ensure all customers have the ability to access the service.

Following consultation with Carers of West Lothian and their client group, one outreach location has been changed to a different venue and is now for one full day rather than half a day. All outreach sessions are now held in fully functional buildings such as Partnership Centres and partners' premises. There is a risk assessment undertaken for every outreach location to ensure it meets service standards and requirements.

The Advice Shop has worked with partners through the West Lothian Advice Network to ensure the availability of community advice outreach sessions within all 9 multi-member ward areas. By the end of March 2020, the Advice Shop offered appointments in all 9 ward areas with multiple dates, times and locations available to suit the needs of individual customers for whom access may be a barrier.

The Advice Shop has also broadened the availability of advice in health settings with a view to improving access to advice for people whose health may be a barrier. This has been achieved through an increased presence at St John's Hospital. Between April 2019 to March 2020, 958 people accessed advice through health settings resulting in increased income of £1,178,334 for this period, an average financial gain of £1229 per person per annum.

Targeted activity has led to increased awareness of entitlement for key groups:

Work with pregnant women and families with the aim of mitigating the impact of child poverty. Targeted activity has included:

- Promotion of the new Best Start Grant administered by Social Security Scotland
- Work with schools to offer direct referral pathways for families in need of financial advice and support
- Work with the Whole Family Support Service to provide income maximisation advice and support for vulnerable families.

The Advice Shop has worked with 361 families between April 2019 and March 2020 to generate extra income of £597,043. This is an average financial gain of £1653 per family per year.

Work has also been targeted to help those most at risk of fuel poverty to access help and support. The Warm Home Discount is a national scheme delivered by major energy suppliers. The discount is paid in the form of a £140 grant to help toward winter fuel costs. The discount is aimed at low income households at highest risk of fuel poverty; people over pension age, families with children under the age of 5 and households with at least one person with a disability. The Advice Shop helped 77 customers successfully apply for Warm Home Discount in the 2019/20 winter period, which will result in a reduction in electricity costs of £10,780.

A range of menstrual products worth £25,600 was made available, free of charge in community venues including council partnership centres, community centres, GP surgeries, police stations, housing associations, country parks and community fridges. Additionally, £11,330 was provided in the form of a £5 top up payment alongside Crisis Grants awarded to help of 2200 people who menstruate with the cost of period products.

The Scottish Welfare Fund for Community Care Grant's has been able to order items to suit individual customer needs, such as a cooker for someone with sight loss, additional carpeting for children / people with sensory issues and specific vinyl for people who may be wheelchair bound (to prevent it ripping).

We have introduced additional payment provisions for the SWF at the start of the pandemic with payments of Crisis Grant's being able to be paid with Paypoint vouchers and / or BACS transfer. This has allowed customers to stay safe, social distance and has supported our Cash Offices by reducing the volume of customers collecting an award.

All children entitled to free school meals were able to collect a packed lunch or takeaway hot meal as well as breakfast cereal or a cereal bar daily throughout the duration of coronavirus lockdown and during summer. Parents of children eligible for free school meals received a payment of £10 per child per week until school resumed to help ease financial strain for families. The provision of free school meals to all eligible children and young people has been a key policy objective of the council during the period of school closures. This support has been continued during subsequent school holiday periods, in recognition of the ongoing detriment to low income families caused by the coronavirus pandemic.

The **Scottish Social Security Agency** has presented several opportunities to engage with national agencies to improve awareness and uptake of entitlement. In particular, responses have been drafted in partnership with local organisations on the subjects of: Best Start Grant for pregnancy/maternity and early years payments; Funeral Assistance Allowance; and Attendance Allowance.

Work has been undertaken in partnership with the Department for Work and Pensions (DWP) and other services within the local authority to provide tailored advice and support to households affected by the overall benefit cap. The benefit cap predominantly affects large families in West Lothian with 3 or more children and a number of householders are impacted. Data sharing with DWP allowed the impacted households to be identified and contacted to offer advice, income maximisation and Discretionary Housing Payment to mitigate the impact of the cap.

The introduction of Universal Credit full service has led to strengthened partnership work with the DWP. An Operational Delivery Group comprised of local authority and DWP representatives as well as local registered social landlord representation met regularly ahead of the roll out of Universal Credit to identify ways to target activity to support clients most likely to find Universal Credit difficult to manage. A guidebook for anyone seeking to claim UC has been produced with input from local and national agencies (DWP) and consultation with tenant participation group.

West Lothian Schools are working to the to West Lothian [Raising Attainment Gap Strategy](#) 2018-2023 in order to improvement attainment and close the gap between young people living in disadvantage and their peers.

The following document has been produced and Education is working to these in order to improve attainment and close the gap.

West Lothian Raising Attainment Strategy

[https://www.westlothian.gov.uk/media/29938/Raising-Attainment-Strategy-201819-to-202223/pdf/Raising\\_Attainment\\_Strategy.pdf](https://www.westlothian.gov.uk/media/29938/Raising-Attainment-Strategy-201819-to-202223/pdf/Raising_Attainment_Strategy.pdf)

IWS offer a range of targeted programmes to raise attainment of children and young people with ASN. This team is targeting looked after children who are disengaged from learning and offering different learning pathways to close the attainment gap.

**Community Arts** is working with schools to develop creativity and cultural projects which will contribute to closing the attainment gap in line with Pupil Equity Fund (PEF) aims. PEF strategies can be found in School Improvement Plans such as Armadale Academy:

[https://www.westlothian.gov.uk/media/4783/Armadale-Academy-Improvement-Plan/pdf/2018\\_SIP\\_final\\_\(1\).pdf](https://www.westlothian.gov.uk/media/4783/Armadale-Academy-Improvement-Plan/pdf/2018_SIP_final_(1).pdf)

Examples are:

- Holiday Activity Clubs, where young people are provided with food in addition to opportunities to participate in physical activities.
- School of Football utilised as an attendance strategy and to access learning opportunities through football
- Library club attached to breakfast clubs
- The School Bank – charitable organisation for supply of school uniform and equipment to access school.
- Purchase of a school Mini-bus at Armadale Academy has allowed young people to access opportunities and experiences which were previously inaccessible. This is particularly supported by the Family Liaison officer and Pupil Support staff, during holiday periods.

Community Arts works in partnership with multiple music based organisations such as the National Youth Choir Of Scotland and Royal Conservatoire of Scotland as part of the grant funded Youth Music Initiative (YMI) programme. The aim for YMI as outlined by the Scottish Government, is that every school pupil in Scotland is offered 12 hours of free music tuition by the time they leave primary school. For projects delivered beyond this commitment the purpose is to tackle inequality and engage young people (of any school age) who otherwise would not participate with meaningful, quality music making opportunities. West Lothian's varied YMI programme, delivered by professional musicians and organisations, engages nursery, primary, secondary and ASN pupils in quality music provision. Teachers' have noted by engaging in these music projects their pupils have:

- developed confidence and self-esteem, team work and listening skills
- developed musical and performance skills
- learned how to play an instrument
- gained a sense of achievement
- bought their own instruments to continue playing at home

- enabled children to play in end of term concerts, local care homes and gala day events e.g. a child with muscular atrophy plays in the school band with support in physically accessing the required skills in playing the cornet/ trumpet.
- provided a real sense of purpose and belonging
- look forward to the music sessions which create a feeling of joy and happiness.

Community Arts aims to deliver high quality services that meet people's needs and expectations and ensures that customers are treated fairly and given equal access to the services we provide. Community Arts has a range of impact Performance Indicators which measure how the key activities of the service contribute to a range of outcomes and align to the Local Outcomes Improvement Plan 2013/23. Performance Indicators are measured using customer satisfaction surveys which give respondents five possible responses from strongly agree to strongly disagree and the majority of customers report very high satisfaction with the activities on offer. All customer satisfaction responses are broken down into segmented groups according to the specific part of the service they access and analysed to identify trends, provide insight into service delivery and, where possible, identify areas for improvement and what action is required to rectify problems when required.

Community Arts also works in partnership with West Lothian Leisure to co facilitate the theatre and gallery programmes at Howden Park Centre. There are currently new partnerships being developed and explored with Firefly and the Regal as other creative organisations and enterprises in West Lothian. Core funding from West Lothian Council and Link Officer support from Community Arts enables Firefly Arts to offer children and young people and young people with a range of special needs high quality, affordable and progressive arts opportunities. Firefly Arts generates new community partnerships, provides training and work experience for young adults and deliver specialist projects to support West Lothian's most vulnerable communities.

The public art programme of West Lothian is funded by Developer contributions and overseen by the Public Art Strategy Group. The funding is disbursed through Grassroots Public Art grants targeting community based groups to work with artists who involve Children and young people from local schools as well as local residents in public art projects that improve and enhance local shared spaces. This interaction to enhance local spaces helps people feel safer when these environments are improved.

To ensure maximisation of income and accurate financial assessments, all social policy clients/service users who are not approved for service provision will automatically be referred to the Advice Shop for a **Personal Income Check**.

Adult Social Care Enquiry Team (ASCET) will discuss finances on contact with the client and with the clients permission will offer a personal income check. ASCET staff will use a direct link on the intranet to send initial information to the advice shop. All clients who are not approved for any service provision will be automatically referred to the Advice Shop for a Personal Income Check.

To address anti-poverty measures the Community Justice Partnership has "Improving Stability and Lifestyles" as one of its five key priorities going forward in the Strategic Plan 2019-24. Within this priority we are working to improve life chances through needs, including health, financial inclusion, housing and safety. An example of work progressing within this priority is to ensure that there is a clear path for those with convictions to access employability support and opportunities. We are also addressing the needs of those serving sentences within the community and those on release from custody to ensure they have a reasonable level of income to support desistance from offending.

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West Lothian  
Council

# Equality and Diversity Framework 2021-2025

Corporate Services  
April 2021

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Appendix 1 – Equality and Mainstreaming Outcomes 2021-2025 (Corporate, Education and Licensing)



## 1. Foreword

This document presents West Lothian Council's Corporate, Education Authority and Licensing Board Equality Mainstreaming Report for the period 2021 - 2025.

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

Our objective in mainstreaming equality is to integrate an equality and human rights perspective into the everyday work of the council, involving managers and policy makers across all council services, as well as equality specialists and community planning partners to ensure that 'Equality, Diversity and Inclusion is at the heart of everything we do'.

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

West Lothian Council recognises that mainstreaming requires leadership and commitment to the principles and processes of mainstreaming equality, as well as ownership and integration within every service and team across the council.

Our Mainstreaming Reports since 2013 have outlined and evidenced our key commitments to tackling inequality and ensuring that equality mainstreaming was further embedded into the way we do business.

Finally, it is worth noting that the council's 2021-2025 outcomes have been produced under the lens of COVID-19. The COVID-19 pandemic has exposed pre-existing inequalities, presented new challenges and provided the council with a rare opportunity to make significant changes in a dynamic way to continue to deliver services and support our employees throughout an unprecedented shared experience. Work to measure the impact of COVID-19 and to respond as required will continue throughout the forthcoming mainstreaming period.

Councillor Lawrence Fitzpatrick  
**Leader of the Council**  
April 2021

Graham Hope  
**Chief Executive**

## 2 West Lothian Context

- 2.1 West Lothian is a great place to live, work and do business, West Lothian Council aims to improve quality of life and opportunities for all citizens. We are a top performing council with a reputation for innovation, partnership working and customer focus.
- 2.2 The council is central to the provision of services that affect people's everyday lives, for example, housing, education, libraries, leisure and benefits. We therefore recognise that all services provided by the council need to reflect and consider the impact that they may have on equality. We aim to provide improved services that meet the needs and priorities of local community.
- 2.3 West Lothian is the ninth largest local authority in Scotland serving a population of approximately 183,100, accounting for 3.4% of Scotland's population and one of the fastest growing and youngest in the country.
- 2.4 According to the National Records of Scotland in 2019, 19% of the West Lothian population is aged under 15, 64% is aged 16 to 64 and 17% is aged 65 or over.

The gender split in West Lothian is as follows;

Gender	Male	Female
Age 0 to 15	52%	48%
Age 16 to 64	49%	51%
Age 65+	45%	55%
Total*	49%	51%

\* The total represents all age bands that live within the West Lothian

- 2.5 Detailed diversity data for the West Lothian population was provided in the [Equality Mainstreaming Progress Report 2019](#). The Census 2021 was delayed due to the Covid19 pandemic and rescheduled for 2022. This report will be updated with further diversity data for the West Lothian population following publication of the Census 2022 results.

### **3. Our Services**

#### **Chief Executive's Office**

- 3.1 The Chief Executive office provides a number of services including Elections Administration, Complaints and Enquiries, Emergency Planning and West Lothian Lord-lieutenant.

#### **Education Services**

- 3.2 West Lothian Council's 67 primary schools, 11 secondary schools, 15 pre-school establishments (stand alone) and 6 additional support needs schools deliver Education Services to over 30,000 pupils and over 3,000 pre-school children, their parents/carers and the wider community.

#### **Housing, Customer and Building Services**

- 3.3 Housing, Customer and Building Services' vision is to improve lives and properties by designing and maintaining communities, homes and buildings. The service covers the functional areas of Building Services, Customer and Community Services, Customer Service Centre, Housing Need, Housing Operations, Housing Strategy and Development and the Performance and Change Service.

#### **Operational Services**

- 3.4 Operational Services plays a key role in the management and direct delivery of front line services to those who reside, visit and work in West Lothian. This service is grouped in to five functional areas; Facilities Management, NETs, Land and Countryside Services, Passenger Transport, Recycling, Waste and Fleet Services, and Roads & Transportation Services.

#### **Corporate Services**

- 3.5 Corporate Services plays a key role as an enabling service and provides a wide range of services covering all aspects of Information and Communication Technology (ICT), Human Resources (HR), Legal Services, Corporate Health and Safety, Corporate Procurement Services, Performance and Information and Corporate Communications.

#### **Finance and Property Services**

- 3.6 Finance and Property Services plays a key role in providing positive leadership so that the council along with our Community Planning Partners continue to modernise and provide high quality services, fulfil the needs of our communities, and secure targeted outcomes. This service is comprised of the Anti-Poverty Service; Audit, Risk and Counter Fraud; Construction Services; Financial Management Unit; Property Management and Development and the Revenues Unit.

## **Planning, Economic Development and Regeneration**

- 3.7 West Lothian Council's Planning, Economic Development & Regeneration Service grouping covers the functional areas of Economic Development, Employability, Environmental Health & Trading Standards, Planning Services which includes the Education Planning, Environment and Climate Change teams, and Regeneration. The service has also taken over the co-ordinating role in the Community Planning Partnership.

## **Social Policy**

- 3.8 Social Policy encompasses a wide range of services planned with and delivered to a large number of people with a spectrum of differing needs: Children and Families, Adults with a Disability, Older People, those with a Learning Disability, those with Mental Health problems, as well as the Criminal and Youth Justice Service. Some social policy functions are part of a partnership arrangement that integrates health and social care. West Lothian Council and NHS Lothian have delegated some functions to the [West Lothian Integrated Joint Board \(IJB\)](#).

## **4. Legal context**

### **Public Sector Equality Duty**

- 4.1 Section 149 of The Equality Act 2010 came into force in April 2011, introducing a new Public Sector Equality duty. The Public Sector Equality Duty (often referred to as the 'general duty') requires public bodies in the exercise of their functions, to have due regard to the need to:
1. Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct
  2. Advance equality of opportunity between those who share a protected characteristic and those who do not; and
  3. Foster good relations between those who share a protected characteristic and those who do not

### **What are the Protected Characteristics?**

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

The protected characteristics are:

1. Age
2. Disability
3. Gender reassignment

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

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

- 4.3 The Scottish Government has introduced a set of specific equality duties to support the better performance of the general duty by public bodies. These duties include requirements to:
- Develop and publish a mainstreaming report
  - Publish equality outcomes and report on progress (at least every two years)
  - Assess and review policies and practices
  - Gather and use employee information
  - Publish gender pay gap information
  - Publish statements on equal pay
  - Consider award criteria and conditions in relation of public procurement
  - Publish in a manner that is accessible
- 4.4 The Council's Equality Outcome plan for 2021-2025 are provided in Appendix 1. The council's latest gender and ethnicity pay gap information can be found in the council's Equal Pay Statement as appended to the 2017 -2021 progress report. (A link will be provided here prior to publication)
- 4.5 The Council as an Education Authority must also meet the requirements of the Equality Act 2010 and the (Specific Duties) (Scotland) Regulations 2012. The Council also administers the Licensing Board and must meet the requirements of the Act and Regulations when undertaking its duties in this regard. Accordingly, the Education Authority and the Licensing Board outcomes and mainstreaming actions for 2021 - 2025 are included in this framework.

## **5. Equality Outcomes**

- 5.1 An equality outcome is defined by the Equality and Human Rights Commission as a change that provides results for individuals or communities as a consequence of the action the council has taken.
- 5.2 Outcomes include short-term benefits such as changes in awareness, knowledge, skills and attitudes, and longer-term benefits such as changes in behaviours, decision-making, or social and environmental conditions.

## **6. Equality Outcomes Consultation**

- 6.1 Under the Equality Act in Scotland, public bodies have a specific duty to produce a set of equality outcomes which are informed by engagement with different equality groups and stakeholders. The outcomes are designed to help the council achieve its vision and meet the general duty to eliminate discrimination and harassment; promote equality of opportunity and promote good relations.
- 6.2 The West Lothian Equality Outcomes for the next four-year period of 2021- 2025 have been developed through evidence gathering and engagement work. Working in partnership with Edinburgh, and Midlothian Councils (including their Education Authority, Licensing Boards and IJBs), and NHS Lothian, the council developed a set of draft equality themes and outcomes for consultation based on evidence from across service areas, research and previous engagement with stakeholders.
- 6.3 Extended social distancing measures due to the Covid19 pandemic meant that consultation and engagement activity was primarily facilitated online. The online consultation was open from 3 November to 22 December 2020. Overall, 257 responses were submitted to the online consultation.
- 6.4 The online consultation was available in various languages and format via the Recite Me function on the West Lothian website. For more information please see the summary paper [Outcomes Consultation](#).

## **7. Equality Outcomes 2021- 2025**

- 7.1 West Lothian Council's Corporate, Education Authority and Licensing Outcomes for 2021-2025 are:

### Corporate Outcomes

- 1. People in West Lothian have improved access to services.
- 2. There will be a better understanding and intolerance of discrimination and violence against people with protected characteristics.
- 3. People experience easier access to the provision of inclusive housing
- 4. West Lothian Council is a positive and inclusive place to work

### Education Authority Outcomes

5. Pupils have a greater sense of belonging and safety in schools
6. Better mental health and wellbeing of pupils

### Licensing Board Outcomes

7. The Licensing Board will seek to promote equal opportunity of access to licensed premises in West Lothian
8. The community of West Lothian is able to engage effectively in the exercise of the Boards licensing functions

## **8. Corporate Plan 2018/19 to 2022/23**

- 8.1 In setting the Equality Outcomes, the council have been mindful of the issues of proportionality, scale, severity and concern. Furthermore, to maintain a consistent approach, our equality outcomes were developed to address the priorities of the [Corporate Plan 2018/19 -2022/23](#) and have been aligned with the priorities set out in our Local Outcome Improvement Plan.

## **9. Mainstreaming Equality**

- 9.1 Mainstreaming equality means integrating equality and diversity into the day-to-day workings of the council. We aim to do this by taking equality into account as we exercise our functions and deliver our services in line with the [Policy on Equality in Employment and Service Provision](#).
- 9.2 Mainstreaming equality has a number of benefits including:
  - It helps ensure that council services are fit for purpose and meet the needs of our community.
  - It helps attract and retain a productive workforce, rich in diverse skills and talents.
  - It helps the council work toward social inclusion and supports the communities we serve to improve the lives of everyone who lives in West Lothian.
  - It helps the Council to continually improve and better perform through growing knowledge and understanding of the benefits of an inclusive organisation.
- 9.3 The Council continues to make good progress in mainstreaming equality since the publication of our first Equality Mainstreaming Report in 2013. A summary of activities undertaken by the Council is set out in this sections 10 - 13 below.

## **10. Assessing impact**

- 10.1 Assessing impact is an important part of the public sector's decision making process. It is important in developing any proposal to understand how the needs of different groups and the potential barriers they face may differ. **Integrated Impact Assessment**

(IIA) is the mechanism that allows us to critically assess whether a 'policy' has wider impacts beyond its intended outcomes and if it impacts differentially on different groups in our communities.

- 10.2 The council has agreed an Integrated Impact Assessment approach with our local authority partners in Edinburgh, Midlothian, East and NHS Lothian. A joint Steering Group works together to improve the quality and quantity of IIAs carried out. Within this context of shared impact assessments, the council has also considered with partners how best to incorporate the requirements the Children and Young People (Scotland) Act 2014 and the Child Rights and Wellbeing Impact Assessment (CRWIA).
- 10.3 The council has embedded a human rights based approach into the IIA process to ensure that people's rights are put at the very centre of policies and practices. When completing an IIA the council considers the extent a 'policy' impacts on the key PANEL principles of Human Rights.

These are as follows:-

- Participation – people should be involved in decisions that affect their rights. Participation must be active, free, meaningful and give attention to issues of accessibility, including access to information in a form and a language which can be understood
  - Accountability – there should be monitoring of how people's rights are being affected, as well as remedies when things go wrong
  - Non Discrimination – All forms of discrimination must be prohibited, prevented and eliminated. People who face the biggest barriers to realising their rights should be prioritise
  - Empowerment – Everyone should understand their rights, and be fully supported to take part in developing policy and practices which affect their lives
  - Legality – requires the recognition of rights as legally enforceable entitlements and is linked in to national and international human rights law
- 10.4 The council is committed to best value and promoting fairness and equality in **sustainable procurement**. The [sustainable procurement duty](#) requires that before a contracting authority buys anything, it must think about how it can improve the social, environmental and economic wellbeing of the area in which it operates, with a particular focus on [reducing inequality](#).

## 11. Learning and Development.

- 11.1 The council is committed to continuous improvement in service delivery and recognises that the continuing ability, skills and commitment of our employees is at the heart of what we do. The council has invested in a variety of ways to train and raise awareness of issues relating to equality and diversity including:
- Delivery of the equality and diversity training as part of the corporate induction
  - E-learning and face to face courses for employees and managers regarding mental health
  - Roll out to all council employees of the mandatory corporate equality and diversity



training

- Development and delivery of online Integrated Impact Assessment training
- Delivery of bespoke training for services with specific protected characteristics

## **12. Partnership Working**

12.1 The council continues to work with partners in promoting and mainstreaming equalities in West Lothian and has communicated and engaged with a wide range of services, partners and organisations to raise awareness, share experiences and explore the challenges people face on a day to day basis.

12.2 In particular, the Council works with the following organisations:

- Stonewall Scotland who provide expertise to help the council support its lesbian, gay, bisexual and transgender employees. The council submits to the Stonewall Workplace Equality index and work with Stonewall to identify opportunities to increase awareness of LGBT issues in the workplace and to increase engagement and inclusion by members of staff who identify as LGBT.
- LGBT Youth Scotland who provide expertise to help the council support lesbian, gay, bisexual and transgender young people in the community of West Lothian who access our services.
- The West Lothian Access Committee, a sub group of Disability West Lothian. Disability West Lothian works across the private, public and third sector to remove physical and attitudinal barriers to equality and to promote all aspects of independent living within the West Lothian community. The council continues to consult with this group regarding disability access issues particularly in relation to new build council housing and refurbishments and the facilitation of the West Lothian Access Fund. This fund is available to charitable and voluntary organisations to improve access to and use of facilities or premises.
- The Disability Forum acts as a consultation forum on disability (including learning disability) based equality issues to inform policy and service development.
- The Race Forum acts as a consultation forum on race equality and issues around culture and religion in the development of policies and services.
- The Faith Group acts as a consultation forum on religion and belief based equality issues to inform policy and service development.
- The Council's Community, Learning and Development services support the LGBT Youth Group Glitter Cannons to work collectively to support other young people in the West Lothian Community, raise awareness of LGBT issues and promote equality, diversity and inclusion.
- The West Lothian Drug and Alcohol Service (WLDAS) is a 3rd sector organisation that was set up in 1985 to provide high quality, evidenced based, accessible

services aimed at reducing the harm caused by drugs, alcohol and tobacco to West Lothian residents and communities

### **13. The Council as an Employer**

#### **People Strategy**

- 13.1 The [Council's People Strategy 2018 – 2023](#) acknowledges the critical role that a motivated, skilled and capable workforce plays in every aspect of service delivery and continuous improvement and sets out a plan for the key activities and actions which will support and drive the development and effective leadership of our employees. The council recognises the benefits of a diverse workforce and is committed to the goal of eliminating discrimination and promoting equality and diversity across the organisation. Underpinning the People Strategy is a commitment to promote and celebrate diversity throughout the council by consulting, engaging and acting on the views and concerns of employees and embedding these issues into service delivery, policy development and employment practice. The mainstreaming activities below support the Equality Mainstreaming Outcome 4 – West Lothian is a Positive and Inclusive Place to Work.

#### **Employee Health and Wellbeing Framework**

- 13.2 The Council implemented an Employee Health and Wellbeing Framework that provides for a proactive and structured approach to supporting employee wellbeing. The council has retained a Healthy Working Lives Gold accreditation since 2009. The criterion for retaining this includes a specific focus on health inequalities.

#### **Stonewall Diversity Champion**

- 13.3 The council has been a Stonewall Diversity Champion for a number of years, enjoying a supportive partnership with the organisation. Champion status provides access to training, information and benchmarking opportunities and ensures we offer an inclusive environment for LGBT people. The council continues to work very closely with Stonewall Scotland and submit to the Stonewall Workplace Equality Index to ensure we maintain our status as the top performing Local Authority in Scotland. For example, we have changed a number of our HR policies to ensure they are more inclusive of gender identity as evidenced in our Equality Outcome Plan 2017-2021 progress report and we will make further improvements moving forward to ensure we have as inclusive a workplace as possible.

#### **Disability Symbol Scheme**

- 13.4 The council continues to be accredited as a "Positive about Disabled People" employer and is accredited as a disability level 2 Employer in the Disability Confident Scheme which maintains our commitment to demonstrating that we take positive action to attract, recruit and retain disabled people.

### **Flexible Working**

- 13.5 The council has implemented temporary homeworking arrangements and revised flexible working arrangements in response to the COVID-19 pandemic. Work is being done to develop a revised suite of new flexible working policies that will maximise the benefits that have been realised as a result of the forced homeworking arrangements and ensure best practice in flexible working going forward. In developing such policies, the council will ensure that the needs of the council's diverse workforce are considered while also meeting the needs of our diverse community by delivering services at times and in ways that meet the needs of our customers.



## Equality Outcome Plan 2021 – 2025

(Corporate, Education and Licensing)

Equality Outcome 1: People in West Lothian have improved Access to Services
<p>Digital exclusion (including issues with digital literacy) has emerged as a prominent issue across Scotland during the COVID 19 pandemic, with an identified overlap between groups who are more likely to be digitally excluded and the most vulnerable members of our society. Digital access is often seen as the first assumption even though we know it is not everyone's ideal or preferred choice and service areas can sometimes feel unwelcoming or unsuitable to some people. This includes people who have been shielding and wider vulnerable groups, such as people experiencing homelessness, asylum seekers and Gypsy/Traveller communities, older and younger people, ethnic minority people and the disabled.</p>
General Equality Duty
<p>Will help to advance equality of opportunity to access service that provides accessible information, appropriate assistance and support.</p>
Outputs
<ul style="list-style-type: none"> <li>• Improved methods for customers with specific access requirements (BSL interpreters or Text Relay services for deaf customers Language translation services for customers for whom English is not their first or preferred language Recite Me text to speech software on web communications).</li> <li>• More awareness of mental health and accessibility of information and support for people to access the available services at earlier points in their mental health journey.</li> <li>• The council explores the use of other emerging technologies and physical devices which may provide support to customers.</li> <li>• Schools will ensure pupils have digital literacy competency before leaving.</li> <li>• Improved digital skills across equalities groups, vulnerable adults and families</li> </ul>
Actions
<ul style="list-style-type: none"> <li>• Provide adapted communication methods for specific access requirements.</li> <li>• Digital advice outreach sessions delivered in partnership to provide local residents access to appropriate technology required for video call.</li> <li>• Promote Attend Anywhere/ Near Me service to improve remote access.</li> <li>• Schools will achieve Digital Schools status and ensure pupils have digital literacy competency before leaving.</li> <li>• Deliver digital skills training by Adult Learning</li> </ul>

Measures of progress (indicative)
<ul style="list-style-type: none"><li>• Digital training sessions offered to all equalities groups</li><li>• Digital support sessions provided to all equalities groups</li><li>• Increase in the percentage of customers accessing the website as a percentage of West Lothian population</li></ul>

<b>Equality Outcome 2: There will be a better understanding and intolerance of discrimination and violence against people with protected characteristics.</b>
<p>Gender based violence is a function of gender inequality and results in physical, sexual and psychological harm or suffering to women and children, or affront to their human dignity, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life. Violence against women includes: domestic abuse; rape; sexual harassment and intimidation at work and in the public sphere; commercial sexual exploitation, including prostitution and trafficking; child sexual abuse; forced and child marriages; female genital mutilation. During the coronavirus (COVID-19) pandemic there has been a rise in reported domestic abuse (DA) and concerns have been raised about survivors being able to access support services.</p> <p>Hate crimes are abhorrent and target marginalised and vulnerable members of our communities with devastating effect on both victims and their families. Hate crimes are any crimes that are targeted at a person because of hostility or prejudice towards that person's: disability, race or ethnicity, religion or belief, sexual orientation or transgender identity. It is important for us all to come together to challenge intolerance and report incidents of hate crime.</p>
<b>General Equality Duty</b>
<p>Advancing equality of opportunity for adults (predominantly women), children and young people who experience gender-based violence to access support and help us to eliminate race discrimination and discrimination based on religion, advance equality of opportunity and foster good relations between different racial and religious/belief groups.</p>
<b>Outputs</b>
<ul style="list-style-type: none"> <li>• Victims, witnesses and partner agencies feel more confident in reporting hate incidents through a variety of methods</li> <li>• Raised awareness on the legacy of slavery in West Lothian.</li> <li>• Incidents involving harassment of people based on their protected characteristics are recorded.</li> <li>• Raised awareness on Modern Slavery.</li> </ul>
<b>Actions</b>
<ul style="list-style-type: none"> <li>• Promote and raise awareness of the existing 3<sup>rd</sup> party reporting sites that are in West Lothian.</li> <li>• Increase awareness of Hate Crime amongst our employees and the wider communities of West Lothian.</li> <li>• Provide advice and support to ethnic minority carers.</li> <li>• Work with partners to identify actions that raise awareness and understanding on the legacy of slavery in West Lothian.</li> </ul>

- Review and implement a violence against women (VAW) training strategy to be integrated into the existing Learning and Development programme.
- Revise gender based violence training to include more specialist training on issues such as Forced Marriage, LGBT experiences of gender based violence, Female Genital Mutilation (FGM) and honour based abuse.

Measures of progress (indicative)

- Increase in the number of Environmental Visual Audits (EVAs) with partners to highlight any safety risks within the built environment.
- Increase in the number of women supported by the West Lothian Domestic Abuse and Sexual Assault Team (DASAT)
- All employees from each relevant service area have received up to date training on Violence Against Women (VAW)
- Delivery of Up2U Domestic Abuse Programme across West Lothian
- Development of Safe and Together – coordinate a whole system approach for tackling domestic abuse



Equality Outcome 3: People experience easier access to the provision of inclusive housing
<p>As set out in the Scottish Government's Housing to 2040 consultation, it is important that everyone has access to a home that is warm, affordable, accessible and that fits their needs. They also want to ensure that we have a housing system that is dynamic and resilient enough to respond to future changes - helping to address the challenges we are facing, including an ageing population.</p>
General Equality Duty
<p>Work to achieve this outcome will help us to provide opportunities for inclusive and sustainable housing.</p>
Outputs
<ul style="list-style-type: none"> <li>• Help households struggling with fuel costs.</li> <li>• Identified pathways for vulnerable people in transition and at risk of homelessness.</li> <li>• Support for young people and others who are homeless or at risk of homelessness.</li> <li>• Housing for older people and those with a disability to achieve greater independence.</li> </ul>
Actions
<ul style="list-style-type: none"> <li>• Support households struggling with fuel costs by providing help to access one off energy grants and hardship funds.</li> <li>• Refine the Sustainable Housing on Release for Everyone (SHORE) standards and improved joint working with Criminal Justice</li> <li>• Develop pathways for vulnerable people in transition at risk of homelessness.</li> <li>• Identify triggers of homelessness and referral process for people accessing health and social care services.</li> <li>• Work in partnership with The Advice Shop to support vulnerable tenants.</li> <li>• Deliver services between the councils Access2employment service and third sector partners to provide employability support to young people and others who are homeless or at risk of homelessness.</li> <li>• Implement a new model for young people at risk of homelessness aligned to the moving on model for young people.</li> <li>• Deliver Education Programme to identify and prevent potential homelessness and actions to raise awareness of homelessness within schools.</li> <li>• Continue to provide an aids and adaptations service to ensure people can live independently.</li> </ul>

Measures of progress (indicative)

- Increase in the number of adaptations and accommodation requirements supported
- Development of transition pathways for all people presenting as at risk of homelessness
- Number of Access2employment clients supported into Employment, Education or Training per Full-Time Equivalent
- Increase in the number of applications for energy grants and hardship funds
- Increase in the number of residents supported by the employability service

Equality Mainstreaming Outcome 4: West Lothian Council is a positive and inclusive place to work
<p>The council has made significant progress in relation to implementation of structures, processes and employee engagement on equality and diversity in recent years. Further focus on increasing the diversity of our workforce and raising employee and management awareness and capacity to understand the specific needs of customers within the equality protected characteristics is required to ensure that we have a workforce which is confident and comfortable being authentic in the workplace.</p> <p>Occupational segregation is a significant cause of women and children's poverty. Poverty is a likely outcome of low-paid employment over a lifetime. Women with children also face constraints in finding work that is commensurate with their skills and aspirations as well as flexible in terms of childcare and other caring responsibilities. A lack of options can force women into part-time, low paid work, thus affecting the lives, health, and opportunities of their children. Resulting from the impact of the economy, there is growing evidence of a disability and ethnicity pay gap which requires to be monitored.</p> <p>The pandemic outbreak and the national response has affected and continues to affect people's mental health and wellbeing. Bereavement, isolation, loss of income and fear are triggering mental health conditions or exacerbating existing ones. Many people may be facing increased levels of alcohol and drug use, insomnia, and anxiety. National reports indicate worsening mental health, increased anxiety, and rising stressors. These span all ages, the general population and people living with mental health problems.</p>
General Equality Duty
<p>Employees have equality of opportunity to support services, and to foster good relations in their place of work</p>
Outputs
<ul style="list-style-type: none"> <li>• Support for employees to continue in work while managing caring responsibilities.</li> <li>• Employees have access to appropriate information and advice about mental, physical, financial and workplace wellbeing.</li> <li>• A diverse workforce that reflects the communities we serve.</li> </ul>
Actions
<ul style="list-style-type: none"> <li>• Develop a revised suite of flexible working policies to assist employees to care for their own wellbeing by achieving the right work/life balance.</li> <li>• Develop a carers policy to support employees to continue in work while managing caring responsibilities.</li> <li>• Promote the Four Pillars of Wellbeing programme to ensure that employees have access to information and advice.</li> </ul>

- Revise and implement Equality Monitoring Data questions covering all protected characteristics across all services to ensure consistent approach to analysing the data.
- Complete the roll out of refresher mandatory Equality and Diversity training for all employees
- Continue membership of Stonewall Diversity Champions and submit applications to the Stonewall Workplace Equality Index.
- Relaunch employee network groups to further support employee engagement.
- Develop and implement policies relating to Transgender, Non- binary and Bi Inclusion.
- Review recruitment and selection processes and practices by using the Scottish Government's Minority Ethnic Recruitment Toolkit
- Increase the percentage of employees for which the council holds equality monitoring information and identify the council's disability pay gap

#### Measures of progress

- Placing and award on the Stonewall Workplace Index
- All employees have completed mandatory Equality and Diversity training
- Implementation of Carers Policy
- Better mental health is reported amongst staff who share protected characteristics
- Implementation of a revised monitoring data set
- Increase awareness of the 4 pillars wellbeing toolkit
- Employee network meeting six monthly
- Develop and implement flexible working policy
- Publish the council's disability pay gap

## EDUCATION AUTHORITY OUTCOMES

Equality Outcome 5: Pupils have a greater sense of belonging and safety in schools
<p>National research highlights that bullying in schools as a result of having a protected characteristic remains a persistent and significant equality issue. Bullying has a severe impact on all pupils who are victims. In a similar context to hate crime, a pupil bullied because they are black or from an ethnic minority, have a disability or are perceived to be Lesbian, Gay, Bisexual or Transgender/Trans (LGBT) are likely to face more severe impacts on their attainment and future life chances.</p>
General Equality Duty
<p>Will help to eliminate discrimination, harassment and victimisation and advance equality of opportunity for children in school services.</p>
Outputs
<ul style="list-style-type: none"> <li>• Increased engagement with ethnic minority children and families.</li> <li>• Increased awareness in our schools of gender-based bullying and harassment.</li> <li>• United Nations Convention on the Rights of the Child (UNCRC) is reflected in the Children's Services Plan (CSP) 2020-2023.</li> <li>• All schools are able to access and analyse inclusion data which enables them to plan interventions at individual, group and at whole school level.</li> </ul>
Actions
<ul style="list-style-type: none"> <li>• Modern Apprentices working group liaise with schools to participate in career events and information events.</li> <li>• Increase awareness in our schools of gender-based bullying and harassment.</li> <li>• Raise awareness of trauma informed service delivery including access to a trusted adult.</li> <li>• Continued implementation of the United Nations Convention on the Rights of the Child (UNCRC) in the Children's Services Plan (CSP) 2020-2023.</li> <li>• Development and pilot planning tool</li> </ul>

#### Measures of progress

- Increase in the number of Pupils in Primary Seven Rating the Equality & Fairness in Their School as Good or Excellent.
- Increase in the number of Students in Secondary Schools Rating the Equality & Fairness in Their School as Good or Excellent.
- Reduction in school based Bullying and prejudice-based incidents.
- Pupil Wellbeing Survey (secondary) – increase in the number of pupils reporting that they are feeling safe, healthy, achieving, nurtured, active, respected, responsible and included

Outcome 6: Better mental health and wellbeing of pupils
<p>There is a growing body of evidence which suggests that COVID-19 has had a significant impact on the mental health and wellbeing of Scotland's children and young people. Research by the Scottish Youth Parliament, YouthLink Scotland and Young Scot from early to mid-April also showed that around two fifths (39%) of children and young people aged 11-25 felt moderately or extremely concerned about their own mental wellbeing while 61% were moderately or extremely concerned about the impact of coronavirus on their future. A recent survey from Young Minds3 showed that 80% of young people with an existing mental health problem felt their mental health had worsened during the first weeks of the coronavirus pandemic.</p>
General Equality Duty
<p>Will help to advance equality opportunity to achieve their full potential, be free from any artificial barriers, such as prejudice or discrimination.</p>
Outputs
<ul style="list-style-type: none"> <li>• Strategic planning is sufficient to enable children and young people to access services and support for their mental health and emotional wellbeing within their community.</li> <li>• Development of Health and Wellbeing curriculum that includes building resilience</li> <li>• Children and young pupils voice within schools helps to promote autonomy and equality</li> <li>• All children and young people have support for their wellbeing through a staged intervention process</li> </ul>
Actions
<ul style="list-style-type: none"> <li>• Deliver Mental health first Aid training to school staff</li> <li>• Promotion of the Relationships, Sexual Health and Parenthood Resources which incorporates learning around the protected characteristics</li> <li>• Educational Psychological Services (EPS) continue to offer group work sessions such as Give us a Break; Bereavement / Loss and Anxiety groups which support young people.</li> <li>• Construction Services undertake required building alterations in schools - including accessible toilets and lifts.</li> </ul>
Measures of progress
<ul style="list-style-type: none"> <li>• All school staff have received training on mental health first aid</li> <li>• Pupil Wellbeing Survey (primary) – Increase in the number of pupils who report that they are feeling safe, healthy, achieving, nurtured, active, respected, responsible and included</li> <li>• Successful HMI inspections of Additional and Special Needs settings</li> </ul>

## LICENCING BOARD OUTCOMES

Outcome 7 The Licensing Board will seek to promote equal opportunity of access to licensed premises in West Lothian
<p>A recent report has concluded that licensed premises, particularly pubs and bars, are some of the poorest venues for accessibility. The research was published by charity <a href="#">Euan's Guide</a> who surveyed 903 disabled people on accessibility at public venues. As many as a quarter of respondents said pubs typically had poor access, with not being able to get into or around a venue and a lack of a suitable accessible toilets cited as the most common issues. Just 2% rated pubs and bars as typically 'excellent' for access according to the research. 38% of respondents said they considered licensed venues to be 'poor'.</p>
General Equality Duty
<p>Work to achieve this outcome will help us to advance equality of opportunity for disabled people, foster good relations and eliminate discrimination.</p>
Outputs
<ul style="list-style-type: none"> <li>• The licensing Board better understands the diversity of needs of West Lothian's equalities groups</li> <li>• Accessible information on functions of the Board, and process of making an application</li> <li>• The Board continues to work in partnership with agencies including Police Scotland and the local Licensing Forum, who each have a separate statutory role to play under the Licensing (Scotland) Act 2005, with equal regard to the interests of persons with protected characteristics.</li> <li>• Encourage applicants to undertake detailed Disability Access and Facilities Assessments</li> <li>• Reasonable adjustments to assist applicants, objectors and the public to engage in the licensing process are available on request.</li> </ul>
Actions
<ul style="list-style-type: none"> <li>• The Board will promote accessibility to all licensed premises in West Lothian for people with disabilities through its application of the relevant provisions of the Licensing (Scotland) Act 2005 and its statement of licensing policy.</li> <li>• All staff and Licensing Board members will undertake equalities training on a rolling programme</li> <li>• Identify actions from the annual meeting between the Board, the Forum and the annual report from Police Scotland regarding the operation of liquor licensing in West Lothian</li> </ul>



- The Board will promote accessibility to all gambling premises in West Lothian for people with disabilities through its application of the relevant provisions of the Gambling Act 2005 and its statement of licensing principles.
- Review the Licensing website, application forms and standard documentation regularly to ensure that these are as accessible as possible.
- Review equality monitoring forms
- Disability Access and Facilities Statements (DAFS) are submitted along with all applications for premises licences

#### Measures of progress

- All licensing team staff and Board members have completed equalities training
- All actions from the annual meeting between the Board, Forum and Police Scotland progressed to completion
- The Council website information is updated to reflect changes in the law and procedures relating to liquor licensing, as required

Outcome 8 - The community of West Lothian is able to engage effectively in the exercise of the Boards licensing functions
<p>The Board recognises the need to ensure that the licensing process is accessible to all. They recognise that people who find it difficult to get involved (for example, because of language barriers, disability, poverty or discrimination) can help to influence the decisions that affect their lives.</p>
General Equality Duty
<p>Work to achieve this outcome will help us to advance equality of opportunity, and eliminate discrimination.</p>
Outputs
<ul style="list-style-type: none"> <li>• The Board will seek to ensure that the service it provides offers equal opportunity for engagement by persons with protected characteristics</li> <li>• WLC licensing policy signposts licence holders to their duties under the Equality Act 2010.</li> <li>• Work in partnership with Police Scotland and the Licensing Forum to identify any issues arising in connection with persons with protected characteristics and address such concerns.</li> <li>• Identify, monitor and address any service concerns specific to persons with protected characteristics</li> </ul>
Actions
<ul style="list-style-type: none"> <li>• Use the customer feedback form (sent to all customers) to identify any service concerns specific to persons with protected characteristics in order to monitor and address such concerns, as appropriate.</li> <li>• The Board will review its website, application forms and standard documentation regularly to ensure that these are as accessible as possible.</li> </ul>
Measurements
<ul style="list-style-type: none"> <li>• The number of Disability Access and Facilities Statements (DAFS)</li> <li>• Actions from Customer feedback forms completed</li> </ul>

هذه المعلومات متوفرة بلغة بريل وعلى شريط وبخط كبير وبلغات الجالية.  
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Published by West Lothian Council

# **Public Sector Equality Duty West Lothian Education Authority Mainstreaming Report 2019-2021**

**West Lothian Council**



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## 1. Foreword

This document presents West Lothian Council's progress report on our equality mainstreaming commitments for the period of 2019 – 2021 and builds upon the progress reported in 2019. Our first mainstreaming report was published in April 2013 with subsequent updates published as required by the Public Sector Equality Duty in Scotland.

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

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

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

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

This report outlines the progress we have made in mainstreaming equality over the period of 2019 – 2021.

Councillor Lawrence Fitzpatrick  
**Leader of the Council**

Graham Hope  
**Chief Executive**

April 2021

## 2. West Lothian Context

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

West Lothian is the ninth largest local authority in Scotland serving a population of approximately 183,100, accounting for 3.4% of Scotland's population and one of the fastest growing and youngest in the country.

According to the National Records of Scotland in 2019, 19% of the West Lothian population is aged under 15, 64% is aged 16 to 64 and 17% is aged 65 or over.

The sex split in West Lothian is as follows;

<b>Sex</b>	<b>Male</b>	<b>Female</b>
Age 0 to 15	52%	48%
Age 16 to 64	49%	51%
Age 65+	45%	55%
Total*	49%	51%

\* The total represents all age bands that live within the West Lothian

Detailed diversity data for the West Lothian population was provided in the [Equality Mainstreaming Progress Report 2019](#). Further diversity data for the West Lothian population will be included in the Equality and Diversity Framework 2021-25 following publication of the Census 2022 results.

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

### **3. Legal Context**

#### **3.1 Public Sector Equality Duty**

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

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

#### **3.2 What are the Protected Characteristics?**

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

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

#### **3.3 The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012**

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

- Develop and publish a mainstreaming report
- Publish equality outcomes and report on progress (at least every two years)
- Assess and review policies and practices
- Gather and use employee information
- Publish gender pay gap information
- Publish statements on equal pay
- Consider award criteria and conditions in relation of public procurement
- Publish in a manner that is accessible

The Councils Equal Pay statement and our employment and gender pay gap information is provided in Appendix 1.

In 2019 the council provided details on the equality outcomes and mainstreaming actions for the period of 2017- 2019 ([Equality Mainstreaming Progress Report 2017-19](#)). The Councils Equality Outcome plan which details the equality



outcomes and the progress made in the 2019-2021 is provided in Appendix 2.

#### **4. Why mainstreaming equality is important**

Mainstreaming equality simply means integrating equality and diversity into the day-to-day workings of the council. This means taking equality into account in the way the authority exercises its functions. In other words, equality should be a component of everything an authority does and become part of the structures, behaviours and culture of West Lothian Council

Mainstreaming equality has a number of benefits including:

- It helps ensure that council services are fit for purpose and meet the needs of our community.
- It helps attract and retain a productive workforce, rich in diverse skills and talents.
- It helps the council work toward social inclusion and supports the communities we serve to improve the lives of everyone who lives in West Lothian.
- It helps the Council to continually improve and better perform through growing knowledge and understanding of the benefits of an inclusive organisation.

- 4.1 The Council as an Education Authority must also meet the requirements of the Equality Act 2010 and the (Specific Duties) (Scotland) Regulations 2012. The Council also administers the Licensing Board and must meet the requirements of the Act and Regulations when undertaking its duties in this regard. Accordingly, at relevant points within this report reference will be made to all three bodies.

## **5. Council Equality Outcomes**

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

### **5.1 What is an Equality Outcome?**

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

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

### **5.2 Corporate Equality Outcomes**

The Council's Corporate Equality Outcomes have been developed through evidence gathering and engagement work. The Council's Corporate Equality Outcomes for the period 2019 - 2021 are:

1. Employability and skills opportunities are accessible to the communities of West Lothian
2. Improved awareness of gender based violence and protection against violence
3. Raise awareness of Hate Crime to improve knowledge and confidence to report hate incidents
4. People with disabilities experience greater independence in their lives
5. Improve engagement and involvement of our communities in the decisions made by the council that affect them
6. West Lothian Council is recognised internally and externally as an equal opportunities' employer
7. Children and young people in West Lothian's schools feel safe, supported and able to be themselves
8. Improved awareness of carers and the issues they face when accessing services
9. Improve awareness of and access to information, assistance advice and support to alleviate poverty and increase disposable income
10. West Lothian Council is recognised internally and externally as an equal opportunities' employer
11. Children and young people in West Lothian's schools feel safe, supported and able to be themselves
12. Improved awareness of carers and the issues they face when accessing services
13. Improve awareness of and access to information, assistance advice and support to alleviate poverty and increase disposable income

### **5.3 Corporate Plan 2018 – 2023**

In setting the Equality Outcomes, the council have been mindful of the issues of proportionality, scale, severity and concern. Furthermore to maintain a consistent approach, our equality outcomes were developed to address the priorities of the [Corporate Plan](#), these are as follows:-

- Improving attainment and positive destinations
- Delivering positive outcomes and early interventions for early years
- Minimising poverty, the cycle of deprivation and promoting equality
- Improving the quality of life for older people
- Improving the employment position in West Lothian
- Delivering positive outcomes on health
- Reducing crime and improving community safety
- Protecting the built and natural environment

## **6. Progress on Mainstreaming Equality**

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

**6.2** The Council has made good progress in mainstreaming equality since the publication of our update report in 2019. However, it should be noted that the breadth of activity and ability to report on progress has been significantly impacted by the Covid19 pandemic as a result of staff being diverted to support the COVID- 19 response and support communities to navigate this unprecedented time.

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

The Council has made good progress in mainstreaming equality since the publication of our update report in 2019. A summary of activities undertaken by the Council is set out in this section under the key headings of Consultation and Engagement, the Council as an Employer, Learning and Development and Partnership Working.

## 6.3 Consultation and Engagement

### 6.3.1 Corporate Activity

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

In particular, the Council has worked with the following organisations:-

- Skills Development Scotland to continue to develop a Modern Apprenticeship Scheme that supports underrepresented groups and young people with barriers to employment.
- The West Lothian Access Committee, continued work with this community group ensures that new build and refurbishment projects are designed and built with access at the core of design.
- West Lothian Race Forum, and the council delivered an online event to promote and celebrate Black History Month.
- West Lothian Faith Group held an online event as part of Scottish Interfaith Week. This community engagement event brought people together to talk about what 'connectivity' means to them throughout the pandemic.
- LGBT Youth Scotland an organisation who specialise in providing help support and guidance to young people and organisations to ensure people are welcomed, respected and valued. Our work with LGBT Youth Scotland has resulted in many of our schools achieving Gold charter mark status.
- The council continues to work closely with Stonewall Scotland to ensure we are an employer of choice for LGBT people.

### 6.3.2 Service Activity

Engagement on service specific activity takes place across the council to bring about agreement on and solutions to local issues in a number of ways, examples of which are:-

- The West Lothian Parental Involvement Framework supports schools to work with partners to ensure engagement removes barriers for families. Schools have engaged with local charities and organisations to offer financial support including Food Banks, Clothing Banks, and local businesses.
- Family Support Workers or Lead Learners provide a link between schools and local organisations. In response to school closures, all schools considered access and provision to digital technology to support continuity of learning. Many schools provided equipment, resources and essentials to families in their local communities. Some schools ensured this was available within local shops to encourage uptake.
- Engagement activities for the **Strategic Commissioning Plan** involved both

targeted and open consultation processes with service users, carers, families, service providers from the third and independent sectors. This involved working with existing network groups, setting up face-to-face meetings and workshops with 3rd and Voluntary sector and their service users and carers to develop commissioning plans which include older people, people living with dementia, people living with a learning disability, people living with physical disabilities and people living with mental health problems.

- Service specific engagement events took place with regards to Transformational Change and employee feedback included in the wider consultation
- Implementation of the Pupil Voice Strategy enabling pupils to engage in and make decisions which affect them
- Development and implementation of a Corporate Parenting Plan to meet the needs of Children in Care

## **6.4 The Council as an Employer**

- 6.4.1** [The Council's People Strategy 2018 – 2023](#) recognises the positive difference our employees make to the everyday lives of West Lothian Citizens. Effectively recruiting, rewarding and retaining the right people will ensure that consistently high quality services continue to be delivered in the future. As the largest employer in West Lothian, we will continue to develop our reputation as an employer of choice and will strengthen a workplace culture that recognises employee contribution, values diversity and implements inclusive workforce practices.

The council also accepts its responsibility for ensuring the health, safety and welfare of employees whilst at work and we will work to support employees to develop resilience and achieve and maintain healthy working lives.

Outcome three of the People Strategy confirms the Council's commitment to providing equality of opportunity both as a service provider and an employer. In this regard the council has made changes to the annual employee survey with a specific focus on equality and diversity questions relating to protected characteristics and has consulted with our employees with regard to how inclusive our workplace is for LGBT employees

The council recognises the benefits of a diverse workforce and is committed to the goal of eliminating discrimination and promoting equality and diversity across the organisation. Underpinning the People Strategy is a commitment to promote and celebrate diversity throughout the council by consulting, engaging and acting on the views and concerns of employees and embedding these issues into service delivery, policy development and employment practice.

### **6.4.2 Employee Health and Wellbeing Framework**

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

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

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

#### **6.4.3 Stonewall Diversity Champion**

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

The council continues to be accredited as a "Positive about Disabled People" employer and is accredited as a disability level 2 Employer in the Disability Confident Scheme which maintains our commitment to demonstrating that we take positive action to attract, recruit and retain disabled people. The council continues to support and promote our Disability Confident status on all recruitment packs and on the recruitment portal.

#### **6.4.4 Right to Request Flexible Working**

The processes around the right to request flexible working have been reviewed to allow the council to link applications for flexible working to employee equality data to enable more effective monitoring of the policy particularly for those with protected characteristics.

#### **6.4.5 Corporate Working Group for Equality and Equality Champions**

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

### **6.5 Learning and Development**

**6.5.1** The council is committed to continuous improvement in service delivery and recognises that the continuing ability, skills and commitment of our employees is at the heart of what we do. During 2017 – 2021 the council has invested in a variety of ways to train and raise awareness of issues relating to equality and diversity including:

- Completed the roll out of Corporate Equality and Diversity training to all council employees
- Introduction of an e-learning induction module for all new employees specifically relating to equality and diversity

- A programme of online training on Integrated Impact Assessments
- Review of both face to face and e-learning training to ensure gender neutral and inclusive language is used
- Review of the Recruitment and Selection training to raise awareness and embed equality and diversity into our processes to reflects best practice

## **6.6 Partnership Working**

**6.6.1** The council continues to work with partners in all service areas. Over the period of this outcomes and mainstreaming plan we have:

- Continued to support the Citizens Panel; the Panel helps us identify people's views on various aspects relating to living in West Lothian. A review of the panel highlighted the need to recruit underrepresented groups which has led to targeted recruitment drive
- Work in partnership with a number of community led equality groups and Third Sector Interface to ensure they are involved in decisions that affect them
- Work in partnership with Carers of West Lothian (CoWL) to develop a disability forum and a learning disability forum that will provide information, advice and provide a space to discuss issues and identify actions.
- Multi agency work with Police Scotland, NHS Lothian, Crown Office and Procurator Fiscals Office (COPFS) and our own internal Social Policy and Education Services, to provide a protective framework for children and families affected by gender based violence
- Work in partnership to develop and then deliver mental health services from 2 local community hubs. The service provides early intervention person-centered support through a Community Link Worker and Wellbeing Practitioner Service to adults (aged 18 to 65 years) with moderate Mental Health problems to assist them in managing their symptoms and improving their wellbeing. Services are delivered through partnership working between Primary and Secondary Care Practitioners, and the Third Sector.
- Work in partnership with Advocacy organisations to deliver a service for people with mental health and / or addiction problems. This service helps with a range of issues such as detention, care and treatment, housing, family, financial and accessing legal assistance
- Work in partnership with West Lothian Pride to deliver a community event that supports, promotes and celebrates the lives of LGBT people in West Lothian
- To better support children and families impacted by the Covid lockdown, a multi-agency Wellbeing Recovery Screening Group has been formed. This group meets weekly to discuss referrals from schools, parents, GPs and Social Policy colleagues and allows professionals from all agencies to share information, assess needs and quickly allocate appropriate services

## **Appendix 1**

### **Education Equality Outcome Plan 2019 – 2021**

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



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

***Aligned with corporate plan:***

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

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

What we want to do	Why we want to do this	How we plan to do it	What difference this has made	Responsibility
<p>We are intent on delivering equity for all children and we will consider the impact of issues such as care experience status, additional support needs and English as an additional language, inclusive of refugees.</p> <p>Support children and young people with</p>	<p>To deliver equity of opportunity with targeted intervention where appropriate.</p>	<p>The following teams work together to achieve the ambitions of the ASN Strategy:</p> <p>ASN Central Team; Inclusion and Wellbeing Service (Connolly School Campus, Early Intervention Team and the IWS secondary team); Looked After Children Attainment Project and the Assessment and Transition Group.</p> <p>Implemented in collaboration with all</p>	<ul style="list-style-type: none"> <li>• Reduction in fixed-term exclusions</li> <li>• Improved wellbeing of children and young people</li> <li>• Improved attainment</li> <li>• Improved positive destinations</li> <li>• More learners with ASN being successful in mainstream settings</li> <li>• Successful HMI inspections of ASN settings</li> <li>• Improved attainment and positive destinations for looked after children (LAC Attainment Project)</li> <li>• Improved range of resources and strategies to support young people with ASN in mainstream leading to improved outcomes funded by the Pupil Equity Fund, Scottish Attainment Challenge and ASL Implementation Fund.</li> </ul>	<p>The Inclusion and Wellbeing Service</p>

protected characteristics.		<p>school and all school staff.</p> <p>Achieved through: continuous lifelong professional learning; quality improvement; personalised learner pathways; curriculum design support and advice and consultation</p>		
			<p>As part of the West Lothian Gaelic education plan, a Gaelic Steering Group has been established to look at opportunities for Gaelic language in schools and across communities.</p> <p>The Support for Learning Network re-invigorated in 2018 and training provided for the network inclusive of equality and diversity elements at level 1 training. The impact of the network is continuously monitored.</p> <p>Schools are strengthening their Family Learning opportunities beyond traditional curriculum open days.</p> <p>The WL Parental Involvement Framework supports schools to work with partners to ensure engagement removes barriers for families. Schools have engaged with local charities and organisations to offer financial support including Food Banks, Clothing Banks, and local businesses. Family Support Workers or Lead Learners provide a link between schools and local organisations.</p> <p>In response to school closures, all schools considered access and provision to digital technology to support continuity of</p>	Education Schools

			<p>learning. Many schools provided equipment, resources and essentials to families in their local communities. Some schools ensured this was available within local shops to encourage uptake.</p> <p>Schools across the authority have participate in Parents as Equal Partners (PEEP), Families Connect and FAST sessions to support parents to become involved in the school community who many need support / English as an additional language.</p> <p>Schools such as Knightsridge PS have made significant progress in engaging parents, thorough learning opportunities, fostering an open welcoming ethos and culture and practical help such as the Kindness Cupboard – filled with items families in need can help themselves to and placed in an area where families do not need to ask for access. This practice is spreading across out primary schools.</p> <p>Bathgate Early Years centre demonstrate family learning by inviting parents in to learn with the children but also tacking on learning opportunities for parents. St Columba's run a programme of outdoor learning initially in partnership with Grounds for Learning, now self -sustaining.</p> <p>Schools such as Letham PS, inviting parents and carers in to cook and eat with the children, have accessed programmes such as Fast Forward. These are well supported and enjoyed by families.</p>	
	To encourage more children and young people with protected	Funding available to local sports clubs and organisations through	WLC Sports Club Accreditation Scheme has been updated and clubs must now have an approved Equality policy in place to be accredited. A focus around the gender imbalance	Active Schools and

	characteristics to take part in sport and physical activity.	the Sporting Grant scheme for new initiatives to support provision for protected characteristic groups. Participation of gender and additional support needs groups recorded, reported and evaluated.	<p>and clubs are also required to submit breakdown of membership figures as part of the reviewed scheme, which acts as a baseline.</p> <p>AS &amp; CS staff have taken part in 'Inclusion in Sport' workshops to broaden knowledge and to challenge current practice. Learning is being used to shape service plans and community sports clubs will be provided with an opportunity to attend similar sessions as part of a series of support sessions.</p>	Community Sport
We will continue to address wider issues such as gender assignment and identification.	To ensure that we are creating the conditions for all children and young people in West Lothian to flourish and thrive.	LGBT groups Stonewall Champions	<p>6 secondary schools are working directly with LGBT Youth Scotland. 2 have achieved Silver Charter mark. A West Lothian LGBT Youth Network has been set up, facilitated by Anne Marriot from LGBT Youth Scotland.</p> <p>Discussions are taking place around a possible Local Authority Charter Mark.</p> <p>The Stonewall Education Index Submission for 2018 improved score by 6 points and placed 2<sup>nd</sup> in Scotland.</p> <p>Most Secondary schools now have equality/ LGBT groups.</p> <p>Guidance around Supporting Young Trans People is now in Education policies.</p> <p><a href="https://www.westlothian.gov.uk/media/15334/Supporting-Transgender-Young-People-in-West-Lothian/pdf/Supporting_Transgender_young_people_in_West_Lothian.pdf">https://www.westlothian.gov.uk/media/15334/Supporting-Transgender-Young-People-in-West-Lothian/pdf/Supporting_Transgender_young_people_in_West_Lothian.pdf</a></p> <p>Policy on Equality and Diversity Education Services was developed in January 2020</p>	Education Schools

			<p>Schools across WL are engaging in Improving gender balance and equalities education with Education Scotland.</p> <p>The new RHSP resource explores family make up, similarity, diversity and respect - gender and sexuality, LGBT and gender equality across early to senior phase of learning.</p> <p>WLC participates in the 16 Days of Action against Gender Based Violence. During these 16 days there are a range of activities, events and media releases designed to raise awareness of the importance of tackling domestic violence, how to report abuse and how to seek support.</p> <ul style="list-style-type: none"> <li>-Secondary schools delivered specific 16 Days lessons around gender, relationship and consent.</li> <li>-Primary schools participated in a competition called #hecanshecan focused around challenging harmful gender stereotypes. Pupils were challenged to use a media of their choice to convey the message that no child's choices, ambitions or dreams should be limited by their gender.</li> </ul> <p>Early Years gender friendly nurseries project -The main aim of the project is to work with early years establishments to examine all aspects of nursery life and practice to ensure that children and staff are not in any way limited because of gender or gender stereotyping.</p> <p>MVP - Mentors in Violence Prevention All Secondary schools planned to take part in this peer education programme jointly organised by Police Scotland's Violence Reduction Unit and Education Scotland. 5 schools are currently trained – the others were due to be trained after summer however due to COVID-19 this has been put on hold.</p>	
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	<p>To support more girls and young women take part in sport and physical activity.</p>	<p>Provision of targeted activities within the school sport competition calendar. Financial support provided to community sports clubs.</p>	<p>There is an 11% increase in number of girls and young women taking part in extracurricular activity, however, 49% of all participants recorded were female compared to 51% the previous year. Although overall there are more females involved in extracurricular sport and physical activity, the numbers are not increasing as fast as males. Active Schools Co-ordinators are working to target schools/year groups where female participation is lower.</p> <p>After regular meetings with Broxburn United Sports Club were identified the need for more girls from the surrounding area to join the local girls teams under the Broxburn United umbrella. With the contacts and links Active Schools have with the primary schools we set about designing a plan to use curricular sport as a vehicle to promote the Girls teams and recruit more girls to attend the extracurricular clubs at the Club.</p> <p>Active Schools contacted Broxburn and St Nicholas primary schools, as those schools have a historically strong link with the club. They were offered free girls football sessions run by BUSC with a view to promoting the new girls session to a captive school audience. At the end of the sessions each girl was handed a flyer detailing the information for the football session at BUSC.</p> <p>They were contacted and then organised taster sessions for every girl from primary 2-5 to attend a taster session during curriculum time.</p> <p>The 2018-19 and 2019-20 academic years saw the introduction of several Girls' only secondary sports competitions across the sports of handball, football and</p>	<p>Active Schools and Community Sport</p>
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			<p>basketball and rugby. The enforced schools' lockdown meant no comparison or trend could be established.</p> <p>In terms of extracurricular activity, 2018-19 saw an increase in the number of sessions visits by females from 49% in 2017-18 to 50% in 2018-19. 2019-2021 data not available due to COVID-19.</p>	
<p>Improve and support children and young people's Health and Wellbeing.</p>	<p>To embed the Wellbeing Indicators into school ethos and culture.</p> <p>Local and national reporting around mental health and wellbeing in particular indicates a need for responsive action.</p>	<p>Nurture Groups</p> <p>Hub model, supporting pupils with social emotional and behavioural needs.</p> <p>Mental Health and Wellbeing Screening Group</p> <p>Personal, Social Education</p> <p>Food and Health Education</p> <p>Family Learning and Parental Engagement initiatives</p> <p>Duke of Edinburgh's Award Programme</p> <p>Youth Work in Schools Programme</p> <p>LGBT Youth Group</p>	<p>Every school now has one or more Health and Wellbeing (HWB) Champion/s, supported by a designated Network Leader. A comprehensive training programme has been delivered, encompassing key elements of HWB inclusive of self-evaluation around culture systems and practice; auditing and embedding the wellbeing indicators to identify key strengths and gaps; sharing best practice; inspirational local speakers and external national agencies such as the team working on a revised Relationships and Sexual Health Programme.</p> <p>Practitioners are working in multi- agency partnerships on projects such as One Trusted Adult (St Margaret's Cluster); Adverse Childhood Experiences (4 schools in St Kentigern's Cluster working with Dr Suzanne Zeedyk).</p> <p>93% of participants feel that DofE has helped them to work in a team and 84% feel that they have become a more responsible person.</p> <p>In West Lothian DofE is supported by a dedicated team of school and community volunteers. This approach enables young people to participate in the DofE Award programme through their school or locally run open awards group.</p>	<p>Education Schools</p> <p>Health and Wellbeing Workstream</p>

			<p>A conference specifically targeting Parental Engagement &amp; Family Learning was attended by School Leaders in late 2017, supported by an action plan included in:</p> <p><a href="https://www.westlothian.gov.uk/media/13253/Parental-Engagement-Framework/pdf/160817_-_Parental_Engagement_Framework.pdf">https://www.westlothian.gov.uk/media/13253/Parental-Engagement-Framework/pdf/160817_-_Parental_Engagement_Framework.pdf</a></p> <p>The multi - agency Mental Health and Wellbeing Screening group meets fortnightly and is now embedded. This group triages referrals and signposts to appropriate support. Clearer communication pathways through the screening group, which includes Education, Social Policy and Third Sector organisations, enable individuals/ families who are engaging or at risk to be better supported.</p> <p>A Glow Mental Health Support Sharepoint with tiered interventions is now live with the aim of assisting schools to access relevant and appropriate support for pupils. The impact of this will be monitored going forward.</p> <p>The national Personal Social Education (PSE) Thematic Review and inspection was carried out in 2017/18. The final report published in Jan 2019 shaped PSE going forward.</p> <p><a href="https://www.gov.scot/binaries/content/documents/govscot/publications/report/2019/01/review-personal-social-education-preparing-scotlands-children-young-people-learning-work-life/documents/00545301-pdf/00545301-pdf/govscot%3Adocument">https://www.gov.scot/binaries/content/documents/govscot/publications/report/2019/01/review-personal-social-education-preparing-scotlands-children-young-people-learning-work-life/documents/00545301-pdf/00545301-pdf/govscot%3Adocument</a></p> <p>West Lothian is engaging in the process of improvement by collaborating with other authorities locally and at national level through Education Scotland networking and sharing practice events.</p>	
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			<p>Psychological services (EPS) continue to offer group work sessions such as Give us a Break; Bereavement / Loss and Anxiety groups which support young people. These are very well received in that young people's recovery is recognised as being improved by their participation. This in addition to EPS role in schools supporting teachers and individual pupils.</p> <p>Referrals have been made to NHS Meadows and Barnados in order to support Syrian Refugee young people who have experienced trauma and or sexual abuse. Further information on the services provided are here:</p> <p><a href="https://www.nhsllothian.scot.nhs.uk/YourRights/FOI/RequestAndResponseRegister/2017/2140.pdf">https://www.nhsllothian.scot.nhs.uk/YourRights/FOI/RequestAndResponseRegister/2017/2140.pdf</a></p> <p>Through the COVID-19 HWB recovery plan HWB in champions in each school had training and lead the recovery process in their school. This ensured 100% of primary and secondary schools now have processes in place to track and monitor the wellbeing of pupils through the indicators and a RAG (red, amber, green). They have also all implemented a trusted adult approach where any pupils have access to discussion with an adult they have chosen in school whenever they need it based on their needs. A continuum of support model was implemented, in partnership with EPS and IWS, in all schools with interventions to support pupils' mental and emotional wellbeing at curricular (universal), targeted and enhanced support.</p>	
	To provide equity of opportunity to take part in sport and physical activity with the aim of	Provision of curricular and extracurricular opportunities across all 83 primary, secondary and	<p>37% of entire WL School roll took part in extracurricular activity in 2017-18 compared to 32% for 16/17.</p> <p>During 2018-19, 38% of the total school roll attended extracurricular activity.</p>	Active Schools and Community Sport

	improving general health and wellbeing.	additional support needs schools.  Ref link to <a href="#">Active Schools curricular provision.</a>	Total engagement in Active Schools programmes increased from 65.8% of the school roll in 2017-18 to 68.0% in 2018-19.  Data for 2019-2021 has been put on hold as extracurricular activities have been affected due to COVID-19.	
			The Youth Work in Schools programme provides a diverse range of learning opportunities and is specifically tailored to meet the needs of the young people referred. This work is mainly focused on improving mental health and wellbeing, developing employability skills and removing barriers to learning. In the reporting period, programmes delivered focused on building confidence and self-esteem, resilience, personal safety, addressing risk taking behaviours, employability skills and raising aspirations. Some of the young people referred to the youth work in schools programme took up the opportunity to have their learning and achievements formally recognized through youth awards. 41 participants achieved Dynamic Youth Awards, 10 gained Level 4 SQA Preparing for Employment and 6 completed the Hi 5 Award.	CLD Youth Services
			Education Services is focused on improving wellbeing for all children and young people supported by the service. The service has introduced a council wide counselling service following analysis of the needs of children and young people being referred for support. The service also aligns all interventions to the wellbeing indicators with the ambition of supporting children and young people to have better outcomes in education and onto a post-school positive destination. The wellbeing indicators are central to the planning process for each child as part of their Pupil Passport completed with their key adult. This approach ensures	Inclusion and Wellbeing Service

			wellbeing is central to all interventions and enables tracking of next steps and signposting of possible further interventions.	
Improve reporting processes directly related to the relevant protected characteristics.	To evidence impact of interventions around bullying and harassment.	SEEMIS reports and pastoral notes.	<p>West Lothian is in the Phase 3 group of Local Authorities to fully integrate SEEMIS reporting on Bullying incidents under the Equalities tab, to be implemented in June 2019. Schools are aware they should be recording using latest pastoral notes and the Equalities tab. Training will be offered early in 2019, thereafter all schools will be expected to record using SEEMIS.</p> <p>2020 - Schools are now reporting bullying incidents and interventions through SEEMIS.</p>	Education Schools
	Improve understanding of participation of protected characteristic groups in sport and physical activity.	Align SEEMIS data with Active Schools and Community Sport reporting.	<p>Baseline data collected re: participation levels of all pupils with an Additional Support Need, those accessing Free Schools Meals and those participating from SIMD deciles 1 &amp; 2. Focus for 18/19 will be to increase the % of pupils with a disability ASN in extracurricular activity – 31% for 17/18. Target of 37% for 2018/19 (consistent with wider school population).</p> <p>Participation in extracurricular activity of pupils with a disability ASN in 2018/19 increased to 33%.</p> <p>Participation across other identified equality groups was maintained at 31%.</p> <p>Data for 2019-2021 has been put on hold as extracurricular activities have been affected due to COVID-19.</p>	Active Schools and Community Sport

Increase awareness of gender based bullying and harassment, inclusive of those identifying as LGBT.	So people can live in our communities free from discrimination, victimisation, violence and abuse.	<p>Personal Social Education</p> <p>Family Learning and Parental Engagement initiatives</p>	<p>Building Confidence in Supporting LGBT young people CLPL provided for 15 volunteer staff over 2 twilight sessions in Whitburn Academy led by the PT pastoral support and HWB Co-ordinator with support from HR Equalities Adviser. It is hoped the new network and sharing the success of the Whitburn experience will elicit more schools to consider this type of CLPL opportunity.</p> <p>MVP - Mentors in Violence Prevention All Secondary schools were to be trained in this peer education programme jointly organised by Police Scotland's Violence Reduction Unit and Education Scotland which focused on gender based violence. 5 schools are currently trained – the others were due to be trained after summer however due to COVID-19 this has been put on hold.</p>	Education Schools
	Reduce incidences of bullying issues relating to gender within community sports clubs.	Identify relevant training opportunities for Active Schools and Community Sport staff to enable delivery to community sports clubs.	<p>Training needs identified around inclusion of young LGBT people. Training is now included in the AS+CS Service plan.</p> <p>One Active School Co-coordinator has engaged with Leap Sport and progressed her understanding of their manifesto, developed by young people from Shawlands Academy</p> <p>AS &amp; CS staff attended 'Equality Through Sport' training delivered by the Fair Pay Foundation. The training increased staff knowledge and confidence in challenging bullying and gender related inclusivity issues within sport. Training is scheduled to be delivered to pupils in sporting leadership roles in schools i.e. Young Ambassadors.</p>	Active Schools and Community Sport
			WL Pride 2018 was the culmination of many months of planning and partnership working. The event was inspired by the successful introduction of the Pride Village in 2017, and a	CLD Youth Services

			<p>festival inspired approach. Approximately 1300 people attended this event.</p> <p>CLD Youth Services were been awarded the LGBT Youth Scotland Gold Charter Mark in Dec 2018.</p> <p>The service continues to support West Lothian Pride, which is now a constituted group; in particular ensuring that young people's voices are heard and that there is a co-design and co-production approach.</p> <p>CLD Youth Services has the LGBT Youth Scotland Gold Charter Mark.</p>	
To report on incidences of hate crime.	To evidence impact of interventions.	Delivery of sessions within Personal Social Education (PSE) or school assemblies on hate crime.	<p>All Police Youth Community Officers were withdrawn from schools in April 2018.</p> <p>The national review of PSE is reflected in shifts in design of the PSE curriculum, with a reflection on pupils input into the design of a curriculum which meets the needs of pupils. Tackling hate crime will form part of this process.</p> <p>A focus on Hate Crime will be promoted in schools in parallel with Police Scotland's Campaign launching in Feb 2019.</p> <p>2020 – Since January 2020, most of our secondary schools have chosen to fund School Link Officers from their own budgets. There are four SLOs shared across eight of our secondary schools and our Inclusion and Wellbeing Service. This has enabled officers to form positive relationships with pupils and support the delivery of PSE.</p> <p>We now have four School Campus Officers working across seven secondary schools in West Lothian. Where requested</p>	Police Youth Community Officers

			they will assist schools in the delivery of hate crime within the current curriculum.	
Embed a rights respecting ethos	To ensure children's rights are apparent within the culture and ethos of schools in line with HIGIOS4 and the National Improvement Framework.	Unicef Rights Respecting School Award.  Family Learning and Parental Engagement initiatives	100% of West Lothian Schools have agreed to continue to support the Unicef Rights Respecting School Award (RRSA) service level agreement on a pro rata basis, which allows for free assessments and reports. Unicef changed their award to a Gold, Silver and Bronze system in 2018 with a shifted focus away from a checklist of outcomes to a process based assessment. There is an ongoing roll out of schools awarded in the new system. To date we have:  Gold Award -6 Primaries and 1 ASN school  Silver Award – 2 Secondary's and 6 Primaries  Bronze Award - 16 and 1 ASN school  Whole school communities are engaged in RRSA and parents/ carers are encouraged to participate in assessments. Evidence of how a school promotes children's rights widely is required through group interviews where parents/ carers and other members of the wider community such as chaplains are invited.  All schools in 2020 are now being asked to have at least a Bronze Award. All schools which have out of date awards are being reassessed. Due to COVID-19 these will take place online.	Education Schools
	Raise awareness of U.N. Children's Rights Charter within Active Schools and Community Sport.	Training provided for Active Schools and Community Sports staff.	Rights based training for AS & CS staff is to be scheduled – currently put on hold due to COVID-19.	Active Schools and Community Sport

			The IWS (Connolly School Campus, Early Intervention Team and Burnhouse Skills Centre) has achieved the Bronze Rights Respecting School Award and is working toward the Silver Award.	Inclusion and Wellbeing Service
Provide opportunities to participate in the arts by offering a range of curricular and community-based learning and development opportunities which are equally available and accessible to all children and young people.	There is a growing body of knowledge, based on extensive research and evaluation, which acknowledges the transformative power of the arts. High quality arts experiences can play a vital role in developing young people's creativity skills: curiosity, open-mindedness, imagination and problem-solving skills.	The community arts programme which includes the Youth Music Initiative, the Creative Learning Network and the Arts and Wellbeing programme which are all designed to contribute to a range of wellbeing and learning outcomes.	<p>Community Arts works in partnership with multiple music based organisations such as the National Youth Choir Of Scotland and Royal Conservatoire of Scotland as part of the grant funded Youth Music Initiative (YMI) programme. The aim for YMI as outlined by the Scottish Government, is that every school pupil in Scotland is offered 12 hours of free music tuition by the time they leave primary school. For projects delivered beyond this commitment the purpose is to tackle inequality and engage young people (of any school age) who otherwise would not participate with meaningful, quality music making opportunities. West Lothian's varied YMI programme, delivered by professional musicians and organisations, engages nursery, primary, secondary and ASN pupils in quality music provision. Teachers' have noted by engaging in these music projects their pupils have:</p> <ul style="list-style-type: none"> <li>• developed confidence and self-esteem, team work and listening skills</li> <li>• developed musical and performance skills</li> <li>• learned how to play an instrument</li> <li>• gained a sense of achievement</li> <li>• bought their own instruments to continue playing at home</li> <li>• enabled children to play in end of term concerts, local care homes and gala day events e.g. a child with muscular atrophy plays in the school band with support in physically accessing the required skills in playing the cornet/ trumpet.</li> </ul>	Community Arts

			<ul style="list-style-type: none"> <li>• provided a real sense of purpose and belonging</li> <li>• look forward to the music sessions which create a feeling of joy and happiness.</li> </ul> <p>The public art programme of West Lothian is funded by Developer contributions and overseen by the Public Art Strategy Group. The funding is disbursed through Grassroots Public Art grants targeting community based groups to work with artists who involve Children and young people from local schools as well as local residents in public art projects that improve and enhance local shared spaces. This interaction to enhance local spaces helps people feel safer when these environments are improved.</p> <p>Community Arts also works in partnership with West Lothian Leisure to co facilitated the theatre and galley programmes at Howden Park Centre. There are currently new partnerships being developed and explored with Firefly and the Regal as other creative organisations and enterprises in West Lothian.</p>	
			<p>The Helping Young People to Engage Programme continues to offer young people on Activity Agreements in West Lothian a wide range of activity based courses where young people can grow in self – confidence, begin to address the barriers to them moving on to their ‘next step’ and develop a range of life skills.</p> <p>The HYPE Team engage with young people through a youth work approach. During the April – June period, the Media Skills project focus changed to enable the team to build on the skills and interests of the young people involved. The focus was on Visual Arts using elements of the environment and the interests of participants; particularly in sketching characters and animation to influence art work. Participants</p>	CLD Youth Services



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

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

Aligned with corporate plan:

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

What we want to do	Why we want to do this	How we plan to do it	What difference this has made	Responsibility
Engage in self – evaluation around services offered to older people and those with a disability	To improve self-evaluation processes for services offered to those with a disability.	Customer satisfaction surveys	Community Arts aims to deliver high quality services that meet people’s needs and expectations and ensures that customers are treated fairly and given equal access to the services we provide. Community Arts has a range of impact Performance Indicators which measure how the key activities of the service contribute to a range of outcomes and align to the Local Outcomes Improvement Plan 2013/23. Performance Indicators are measured using customer satisfaction surveys which give respondents five possible responses from strongly agree to strongly disagree and the majority of customers report very high satisfaction with the activities on offer. All customer satisfaction responses are broken down into segmented groups according to the specific part of the service they access and analysed to identify trends, provide insight into service delivery and, where possible, identify areas for improvement and what action is required to rectify problems when required.	Community Arts
		Identify gaps in service provision and implement improved processes for self-reflection.	Equality Impact Assessments are now replaced by Integrated Equality Impact Assessments inclusive of the protected characteristics and poverty related impact. Sign along is the main resource utilised by schools with hearing impaired children. BSL is possible to incorporate into 1+2 languages as a third	Education Schools

			language, although to date no school has taken up this opportunity.	
		Scope, consult and appropriately structure services offered to children and young people with disabilities such as hearing and visual impairment.	<p>We have a small outreach teaching team supporting children and young people who have a visual/ auditory disability. The Continuum of Support outlines their remit.</p> <p>In mainstream schools bespoke packages are developed which are appropriate to the individual child e.g. providing specialist screen reading software and braille; adaptation of the physical environment such as specialist equipment such as lifts, tracking systems etc. and training of staff, training for staff; use of services such allied health professionals.</p>	Inclusion and Wellbeing Service
			<p>Deans CHS was selected by the Youth Sport Trust to be part of the Play Unified project in 2016-2017. This project provided leadership training for 4 ASN senior pupil leads whose role it was to provide sporting opportunities for children with an ASN.</p> <p>The project was also gifted with a small grant to assist with setting up, running &amp; sustaining their projects.</p> <p>Active Schools set up a full school staff assembly for the Play Unified Young Leaders to introduce and share their ideas. To identify pupils, I went through the list of pupils who were registered with an ASN through the school operating system called SEEMIS. I passed this list of names to PE &amp; school management who made recommendations based on age, interest in school sport and general overall behaviour during school time. 16 pupils then got selected to take part in a NEW multi sports club which took place at Carmondean Community Centre during lunch and curricular time. Activities included badminton, volleyball, new age kurling, boccia and rounders.</p> <p>The sessions were delivered by the West Lothian sessions coaches along with the Play Unified Young Leaders. The Play</p>	Active Schools and Community Sport

			<p>Unified Young Leaders gained confidence in their delivery each week of the project.</p> <p>AS&amp;CS partnered with Team United to ensure provision of sporting opportunities for children with autism. Programmes were delivered at 2 venues within West Lothian.</p>	
<p>Improve participation by older people and those with a disability in physical activity and sport.</p>	<p>Under-represented groups will be provided with opportunities to participate in physical activity and sport through understanding, and addressing, the barriers to participation.</p>	<p>Participation of those with a disability recorded, reported and evaluated.</p>	<p>31% of pupils in mainstream school with a disability took part in extracurricular activity. Details of non-participant pupils with a disability to be taken to appropriate school staff/groups/PEPAS groups to look at identifying and tackling barriers to participation.</p> <p>Training is offered by Disability Sport Scotland to staff working with pupils who have a physical disability, which is mainly accessed by teachers of PE.</p> <p>There are a variety of clubs supporting children and young people with a disability, to which they may be signposted. These include football, badminton, swimming, basketball and the multi - sports club (No Limits). All of the above are third sector organisations.</p> <p>Participation in extracurricular activity of pupils with a disability increased from 2017-18 to 2018-19 by 2% to 33%.</p> <p>2019-2021 data is on hold due to COVID-19.</p>	<p>Active Schools and Community Sport</p>
<p>Seek to provide opportunities to participate in the arts which are accessible to older people and people with disabilities.</p>	<p>There is a growing body of knowledge, based on extensive research and evaluation, which acknowledges the transformative power of the arts. Taking part in arts</p>	<p>Community Arts will continue to work with key local partners on projects that encourage older people to be more physically active, reduce isolation,</p>	<p>Participation in the arts supports:</p> <ul style="list-style-type: none"> <li>• improved mental wellbeing</li> <li>• reduced isolation and loneliness</li> </ul> <p>increased community engagement, cohesion and pride</p>	<p>Community Arts</p>

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

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

Aligned with corporate plan:

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

What we want to do	Why we want to do this	How we plan to do it	What difference this has made	Responsibility
Our children have the best start in life and are ready to succeed.	To provide equity of opportunity for all children and young people.	<p>By expanding access to high-quality Early Learning and Childcare</p> <p>Through parental engagement in programmes such as Growing children with Confidence.</p> <p>Through opportunities for Family Learning</p>	<p>As significant transformation and extension in Early Years and Childcare is currently underway with additional hours childcare reaching 1140 per year in 2020 inclusive of 2 year olds with parents receiving qualifying benefits.</p> <p>The central Support Team offer training and support in alternative Early Years approaches such as Outdoor Learning.</p> <p>6 schools have trained staff in Raising Children with Confidence – a 6 session parental workshop.</p> <p>The highly successful and evidenced programme “Roots of Empathy” runs in our schools where a new Mum brings in her baby, usually to P3, and they follow the developmental process together over the period of a year. Cohorts average 10 -12 schools and is now administered by the Children and Young People’s team in Social Policy.</p> <p>Schools and early years centres across the authority have been effectively implemented the revised Realising the Ambition: being me (2020) document which explores a range of interactions, experiences and spaces we need to provide for babies and children to help them and grow best from their</p>	Early Years Centres Education Schools

			earliest days through to being a young child in early primary school.	
Improve the breadth of opportunities available to children and young people to experience high-quality, work-related learning and develop their skills for work throughout, and beyond, their education, through implementation of Developing the Young Workforce – our youth employment strategy.	Provide training, qualifications and experiences for pupils. This will include opportunities to lead and deliver activities relating to sport and physical activity.	Support school-based learning through provision of training and qualifications and opportunities to utilise training within schools and the community.	ASN schools and the Inclusion and Wellbeing Service liaise with agencies such as West Lothian College and Oatridge to support positive destinations.  Extended work experience placements are available to pupils with additional needs	Inclusion and Wellbeing Service
			Third sector organisation are regularly accessed in and out of school time such as:  The Larder, The Vennie, Youth Action Project and the Youth Inclusion and Aftercare team.	CLD Youth Services
		Through the diverse range of interventions planned, delivered	During 2017/18 92 qualified secondary pupils delivered activities through Active Schools. Pupils provided with a range of training re: delivery of coaching and events. Pupils provided with volunteering opportunities to put new	Active Schools and Community Sport.

		and evaluated by DYW partners.	<p>knowledge and skills into practice allowing for increased opportunities for younger pupils to participate in sport.</p> <p>Further sporting leadership opportunities were offered to pupils in 2018-19 with the launch of the Coach Academy West Lothian Programme. Following a successful pilot, the programme continued into 2019-20 and the number of qualified secondary pupils delivering or supporting extracurricular activity increased in 2019-20 to 105, a 14% increase on the original figure reported in 2017-18.</p>	
			<p>The Schools Vocational Programme (SVP) includes a mix of both vocational skills and personal development opportunities to address barriers to employability. The Schools Vocational Programme has continued to evolve and expand to meet the needs of young people. This year there are a variety of courses on offer as part of the Schools Vocational Programme they include Hospitality and Barista Courses at the Larder Cook School, a Next steps Course at West Lothian College along with a Motor Vehicle and Construction Courses. Following the success of the Hard Landscaping Programme at Stoneyburn Junior Football Club last year. We have continued the programme this year at Crofthead Community Centre, in Conjunction with SRUC Oatridge, working to create a path around the gardens for people with mobility issues which can also be used by the Bike Library. Again, this year there are two SVP Programmes for Care Experienced young people. These courses focus on Employability skills in Hospitality and Employability skills in Sports run by the Larder Cook School and Street League respectively</p> <p>The Schools Vocational Programme includes a mix of both vocational related skills and personal development</p>	DYW Steering Board



			<p>opportunities to address barriers to employability. The Schools Vocational Programme has continued to evolve. The Skilled to Go Programme was run in Cedarbank School for a group of young people prior to leaving school. As well as helping to develop confidence and interview techniques the young people took part in a number of workshops which allowed them to identify their skills and qualities as well as producing a CV. The programme finished with an input from a local employer and a mock interview for each young person. This year the Larder Cook School is running a Hospitality course as part of the Schools Vocational Programme. The programme has been based in the Howden Park Centre Kitchen which allows the young people to experience working in an industrial kitchen and work with the public. They are running a pop-up café every Wednesday where they plan the menu, prepare the food and serve the customers. The Octavian Concrete Course allowed a group of 12 young people to gain practical skills in construction as well as an understanding of the variety of careers available in the construction industry. The young people laid 20 meters of railway track at Almondell Model Engineering Centre and then rode the train over their newly laid track.</p>	
Raise attainment in Literacy and Numeracy	<p>To provide equity of opportunity for all children and young people.</p> <p>Provide universal and targeted support where appropriate.</p>	<p>Embed the National Improvement Framework and HIGIOS4</p> <p>Scottish Attainment Challenge</p> <p>PIP scores</p>	<p>West Lothian National Improvement Framework Plan 2017-18</p> <p><a href="https://www.westlothian.gov.uk/media/17023/National-Improvement-Framework-Improvement-Plan-2017-2018/pdf/National_Improvement_Framework_Improvement_Plan_2017-2018.pdf">https://www.westlothian.gov.uk/media/17023/National-Improvement-Framework-Improvement-Plan-2017-2018/pdf/National_Improvement_Framework_Improvement_Plan_2017-2018.pdf</a></p> <p>West Lothian National Improvement Framework for 2019-2020</p>	Education Schools

			<p><a href="https://www.westlothian.gov.uk/media/27700/West-Lothian-NIF-Improvement-Plan-2019-2020/pdf/West_Lothian_NIF_Improvement_Plan_2019-2020.pdf?m=637038100480700000">https://www.westlothian.gov.uk/media/27700/West-Lothian-NIF-Improvement-Plan-2019-2020/pdf/West_Lothian_NIF_Improvement_Plan_2019-2020.pdf?m=637038100480700000</a></p> <p>The Moving Forward in Learning Overview 2018 outlines the working groups and key drivers for Learning in West Lothian.</p> <p><a href="https://www.westlothian.gov.uk/media/21362/Moving-Forward-in-Learning-Overview-2018/pdf/Moving_Forward_in_Learning_Overview_2018.pdf">https://www.westlothian.gov.uk/media/21362/Moving-Forward-in-Learning-Overview-2018/pdf/Moving_Forward_in_Learning_Overview_2018.pdf</a></p> <p>Moving Forward in Your Learning overview 2019</p> <p><a href="https://www.westlothian.gov.uk/media/21362/Moving-Forward-in-Learning-Overview-2019/pdf/Moving_Forward_in_Learning_Overview_2019.pdf">https://www.westlothian.gov.uk/media/21362/Moving-Forward-in-Learning-Overview-2019/pdf/Moving_Forward_in_Learning_Overview_2019.pdf</a></p> <p>Moving forward in Your Learning overview for 2020 – 2021 was based on COVID-19 recovery</p>	
		Assessment and transition group	Recommendations are made to ensure the wellbeing needs of a child are met within a professional forum.	ASN service
Celebrate wider achievements	Raise the profile of attainment and achievement in PE, Sport and Physical Activity including whole school attainment within the School Sport Award.	School Sport Awards. Coordination and delivery of Celebrating Sport Awards with partner organisations.	<p>70 schools engaged in school sport award assessment with 14 new schools applying for a Gold Award for 17/18. 63 schools assessed in 16/17 with 6 applying for Gold.</p> <p>In 2016/17, West Lothian had 6 Gold Award school. The total figure held following 2018/19 is now 22.</p> <p>The awards were suspended for 2019-20 due to COVID-19.</p>	Active Schools and Community Sport.

Promote and Celebrate Wider Achievement	To promote wider achievement opportunities to young people and co-design celebration events to publicly acknowledge and celebrate diversity, young people's engagement in volunteering, youth work programmes as well as their achievements.	<p>Celebrating Youth Work Showcase</p> <p>Celebrating Success</p> <p>Chartermarks</p> <p>Awards</p>	<p>Young people in the Glitter Cannons Youth supported CLD Youth Services towards achieving LGBT Youth Scotland Gold Charter in 2018.</p> <p>CLD Youth Services Youth Work in Schools 'Dignity Box' project with Armadale Academy students won a Stellar Award in 2019.</p> <p>CLD Youth Services HYPE project won a Creative Scotland Arts Award in 2019.</p> <p>The service set up a CLD Youth Services dedicated Facebook page in May 2020 to maintain engagement with young people and showcase young people's achievements.</p>	CLD Youth Services
Support Children and Young people into positive destinations in education, training and employment.	To provide young people with the opportunity to undertake training, work placements and qualifications. Support them in utilising these experiences to gain valuable life skills and qualifications.	Through appropriate performance indicators on employability skills and positive school leaver destinations for inclusion in the National Improvement Framework.	<p>In Sept 2018, a Developing the Young Workforce Conference was hosted at Armadale Academy. Audience was represented across all school sectors, staff and pupils, CLD, Training providers, colleges, NHS, Social policy and third sector organisations.</p> <p>Through COVID-19 a huge move towards digital learning and improving employability skills through this was developed in March 2020. All schools moved to online learning platforms and have continued to develop their skills through this and the landscape of the working world moving forward.</p>	Education Schools
		Targeted interventions for learners with ASN	All IWS programmes are geared towards supporting children and young people to develop skills for learning, life and work with pathways onto positive destinations. All programmes in	Inclusion and Wellbeing Service

			the secondary side of the service offer a pathway onto a positive destination.	
		Deliver training, qualifications and opportunities for wider work experiences within schools during curricular and extracurricular time.	<p>Coach Education week delivered in October with circa 50 young people attending L1 UKCC coaching/ officiating courses.</p> <p>The service moved to an alternative model of support for young coaches and introduced the Coach Academy West Lothian programme in 2018. This has resulted in a greater number of secondary pupils actively supporting the delivery of activity whilst holding a sporting qualification. The programme also provides a greater range of training and support for pupils and provides them with placement opportunities to put newfound knowledge and skills into practice.</p>	Active Schools and Community Sport.
		<p>Providing the relevant individual support and group work programmes for young people identified as requiring More Choices More Chances interventions</p> <p>Youth Work in Schools Programme</p> <p>Schools Vocational Programme</p>	<p>Keyworkers support the hardest to reach young people (those requiring more choices more chances interventions) to access further education, training or employment; and in many cases this can take up to a year or more. The Keyworkers provide intensive support to identified young people and cover all eleven mainstream secondary schools, as well as exceptional entrants, attending West Lothian College. Keyworkers also support those young people who are participating in post school employability programmes delivered by the service; Skills Training Programme and HYPE Learning Agreements.</p> <p>From 1 April 2019 to 31 March 2020, 215 young people have been actively engaging with Keyworkers. 184 out of 215 progressed to positive destinations (86%).</p>	CLD Youth Services

		Skills Training Programme HYPE Learning Agreement Programme	247 youth awards were achieved by the young people participating in these group work programmes.	
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Equality outcome 4: Ensure every child and young person has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

Aligned with corporate plan:

Outcome 9: Improve awareness of and access to information, assistance, advice and support to alleviate poverty and increase disposable income.

What we want to do	Why we want to do this	How we plan to do it	What difference this has made	Responsibility
A targeted approach to closing the attainment gap.		<p>Through the Scottish Attainment Challenge.</p> <p>Inclusion and Wellbeing Forum,</p> <p>Hub model and Burnhouse Skill Centre</p> <p>School Improvement Plans.</p> <p>Family Learning and Parental Engagement initiatives</p>	<p>The following document has been produced and Education is working to these in order to improve attainment and close the gap.</p> <p>West Lothian Raising Attainment Strategy</p> <p><a href="https://coins.westlothian.gov.uk/coins/viewSelectedDocument.asp?c=e%97%9Dc%90pz%8D">https://coins.westlothian.gov.uk/coins/viewSelectedDocument.asp?c=e%97%9Dc%90pz%8D</a></p> <p>Excerpt from St Kentigern's (an attainment challenge school) inspection report</p> <p>"The staff in the school demonstrate a commitment to ensuring equity. Recent work has included the production of an 'Interventions for Equity' booklet which is raising awareness of equity as well as outlining practice. There are plans to use this as a tool for teachers to audit their practice. There is an understanding of the school social and economic context and this is reflected in school planning. The senior team are committed to having a constant focus on closing any gap in attainment between young people living in disadvantage and their peers and this focus has been strengthened by their work in the Scottish Attainment Challenge. They interrogated and analysed a range of both quantitative and qualitative evidence to identify where the</p>	Education Schools

			<p>gap currently exists. Staff have a collective understanding of what this gap is. There is now a need to move to planning effective strategies leading to evidence of closing the gap.”</p> <p>St Kent’s Standards and Quality Report also demonstrates where inclusion and equity has impacted upon attainment, attendance and in particular exclusions.</p> <p><a href="http://www.stkentigersacademy.westlothian.org.uk/media/45795/Standards-and-Quality-Report-2019-20/pdf/20_08_27_ST_Kentigers_SQIP.pdf?m=637425256989430000">http://www.stkentigersacademy.westlothian.org.uk/media/45795/Standards-and-Quality-Report-2019-20/pdf/20_08_27_ST_Kentigers_SQIP.pdf?m=637425256989430000</a></p> <p>Similarly, one of our Primary attainment challenge schools, Bridgend PS school improvement plan reflects actions required:</p> <p><a href="https://bridgendprimary.westlothian.org.uk/media/4034/Bridgend-Primary-School-School-Improvement-Plan/pdf/2018-19_SIP1.pdf?m=63674077756900000">https://bridgendprimary.westlothian.org.uk/media/4034/Bridgend-Primary-School-School-Improvement-Plan/pdf/2018-19_SIP1.pdf?m=63674077756900000</a></p>	
			<p>IWS offer a range of targeted programmes to raise attainment of children and young people with ASN. The number of SQA unit awards has risen to over 1000 passes in 17/18 with more anticipated in 18/19. The Scottish Attainment Challenge-Looked After Children in West Lothian has developed into a dedicated team of cross-service practitioners. This team is targeting looked after children who are disengaged from learning and offering different learning pathways to close the attainment gap.</p> <p>IWS offer a range of targeted programmes to raise attainment of children and young people with ASN. This team is targeting looked after children who are disengaged</p>	Inclusion and Wellbeing Service.

			from learning and offering different learning pathways to close the attainment gap.	
	Provide opportunities to schools with regards to curricular and extracurricular opportunities delivered or supported by Active Schools and Community Sport.	Projects and programmes outlining Active Schools and Community Sport provision included in Central Education PEF documentation.	<p>PEF funding is utilised within several schools to provide additional extracurricular opportunities for pupils to take part in sport through paid sessional coaches.</p> <p>2016-17 Session - In previous sessions there was never a focus on Breakfast provision until 2017-18 session when I took the decision to look at adding sporting provision to existing breakfast clubs.</p> <p>In 2017-18 session there was a focus on increase extracurricular activity via breakfast provision in all schools using the Scottish Government's Pupil Equity Fund (PEF). The opportunity to use the PEF to increase provision was a great opportunity and enabled me to focus on 'Inactivity' via adding sports activities to preexisting breakfast clubs.</p> <p>2019-2020 We began offering breakfast active clubs for pupils. We had an increase in the number of pupils and opportunities for pupils to be involved in sport.</p> <p>2020-2021 Clubs on hold due to COVID but support was put in place for supporting teachers to take children and young people outdoors and be active.</p>	Active Schools and Community Sport.
Engage in a Self –evaluation process in order to identify key areas for focus.	To highlight projects and teaching & learning approaches that successfully close the gap and provide guidance about how to	<p>Validated Self-Evaluation (VSE).</p> <p>Moving Forward in Learning.</p>	<p>Ongoing and referenced throughout this document.</p> <p>The IWS is engaged in an ongoing self-evaluation cycle with feedback sought constantly from children, young people, parents, mainstream schools along with other services. We have a case-study moderation cycle and an annual Partnership Planning Event to ensure our service model</p>	<p>Quality Assurance Team</p> <p>Inclusion and Wellbeing Service</p> <p>CLD Youth Services</p>



	implement them effectively.		remains dynamic and flexible and adaptive to the ASN needs across West Lothian.	Adult Learning
Support schools with the strategic and operational strategies required to deliver the Pupil Equity Fund (PEF)	Head Teachers requested that a team be set up to assist them in making the right choices in delivering equity for their pupils.	Through the PEF team.	Community Arts is working with schools to develop creativity and cultural projects which will contribute to closing the attainment gap in line with Pupil Equity Fund aims.	Community Arts
		By collaborating with partners across Education and other council services e.g. Social Policy and West Lothian Leisure. External partners such as Education Scotland, NHS, Sportscotland and organisations such as See Me, Stonewall, Sustrans etc. will also contribute expertise to the support.	<p>PEF strategies can be found in School Improvement Plans such as Armadale Academy:</p> <p><a href="http://www.armadaleacademy.westlothian.org.uk/media/4783/Armadale-Academy-Improvement-Plan/pdf/School_Improvement_Plan_2019_-_2020_1.pdf?m=637235977109570000">http://www.armadaleacademy.westlothian.org.uk/media/4783/Armadale-Academy-Improvement-Plan/pdf/School_Improvement_Plan_2019_-_2020_1.pdf?m=637235977109570000</a></p> <p>Examples are:</p> <p>Holiday Activity Clubs, where young people are provided with food in addition to opportunities to participate in physical activities.</p> <p>School of Football utilised as an attendance strategy 9 Armadale Academy and Inveralmond CHS)and to access learning opportunities through football</p> <p>Library club attached to breakfast clubs – Letham PS.</p> <p>The School Bank – charitable organisation for supply of school uniform and equipment to access school.</p>	<p>Education Schools</p> <p>CLD Youth Services</p> <p>Active Schools and Community Sport.</p>

			<p>Purchase of a school Mini-bus at Armadale Academy has allowed young people to access opportunities and experiences which were previously inaccessible. This is particularly supported by the Family Liaison officer and Pupil Support staff, during holiday periods.</p> <p>Currently some the projects having the most impact in our schools through PEF are:</p> <p>Family Liaison/ Link Workers ( Inveralmond CHS, Armadale Academy, Harrysmuir PS and Knightsridge PS are amongst schools employing such staff).</p> <p>Speech &amp; Language Therapists are working in 17 Early years Centres and Primary Schools and are understood to be having significant impact.</p> <p>Attendance and Employability projects are outlined throughout this document.</p> <p>Play Therapy is being well received in those primary schools who are engaged.</p> <p>Scotland Reads is a paired reading programme.</p> <p>Maths Recovery is being implemented across many schools.</p> <p>All of the above are still at the implementation stage and case studies are being collated to exemplify their success.</p>	
Promote Family Learning	To support and develop collaborative and inclusive learning in	Through: Family Learning Strategy.	Community Arts is working with schools and school clusters to develop creative projects which will contribute to family learning.	Community Arts

	order to promote equity for all children and young people.	<p>School/ Cluster Improvement Plans</p> <p>Pupil Equity Fund</p> <p>Provision of individual schools or clusters with arts-based interventions working with families. Interventions are designed to improve outcomes for children and young people and strengthen family and community relationships.</p>		
			<p>Schools are engaging Parents and Carers in learning opportunities such as:</p> <p>Adverse Childhood Experiences ( ACES &amp; becoming Trauma Informed). Inveralmond CHS and Linlithgow have hosted public screening of the Resilience film – currently high profile in Scotland.</p> <p>Armadale Academy has hosted parents sessions on developing the Teenage Brain and Substance Misuse.</p> <p>Schools are offering parent workshops on Social Media through organisations such as the NSPCC.</p>	<p>Education Schools</p> <p>CLD Youth Services</p> <p>Inclusion and Wellbeing Service</p>

Support Head Teachers to effectively invest their Pupil Equity Funding allocation to improve the educational outcomes of children affected by poverty and close the poverty related attainment gap. This through the support with provision of arts, music and sports/ physical activity.	It is well recognised that creative and active learning can have a positive impact on the attainment and achievement of children and young people.	<p>Provide individual schools or school clusters with arts-based interventions working with children and their families in areas of multiple deprivation.</p> <p>Band!' In-school is a year-long music project for P5-P7 pupils designed to teach young people</p> <p>how to play the instruments that constitute the basis of a rock band. The aims are to help children find a new way to express their feelings, ideas, thoughts and emotions. In turn this leads to increased confidence, self-belief and a general improvement, particularly with regard to memory, concentration and attention span. The project is fully inclusive with provisions in place for pupils with additional support needs.</p>	<p>The Band! In-School project meets various Curriculum for Excellence Expressive Arts outcomes in (EXAO – 1a, 16A, 17A, 18A &amp; 19A).</p> <p>Young people who participated in this project developed musicianship, creativity, team working, listening skills and developed confidence and self-esteem through singing and playing their own compositions at a showcase for family and friends.</p>	Community Arts
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		<p>Wee Story, Big Sound will enable nursery pupils to explore some of the techniques that composers use to affect the way we feel in order to tell a story. Pupils will create sound effects to embellish a story through imaginative play, using instruments and voice. Music based games, activities, singing and group music making will be used as strategies for developing listening, turn-taking, team-working and music skills.</p> <p>Native American Drumming aims to inspire young people, P3-P7, to pursue their creative musical potential through percussive music making sessions. This project is fully inclusive offering new creative experiences with instruments pupils have never seen or heard before.</p>	<p>Wee Story, Big Sound's aims and outcomes were to</p> <ul style="list-style-type: none"> <li>• create a vibrant social environment in which individuals can recognise, explore and express their sense of self and their potential to play a pro-active role on the world they live</li> <li>• to promote the development of confidence and improvement in communication skills</li> <li>• to encourage active, critical listening</li> <li>• to encourage discussion of emotional and imaginative</li> </ul> <p>Responses</p> <ul style="list-style-type: none"> <li>• to open up the possibilities of music as a tool to develop emotional literacy</li> </ul> <p>The Native American Drumming project consisted of various components including workshops, training and resources using un-tuned percussion from around the world. Teachers attended two twilight training sessions to learn and practice the skills of facilitating a Drumming for Excellence workshop with the aim of taking their new skills into schools.</p>	
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		<p>Go for Bronze is a 12 week Kodaly- based music programme for P4 pupils developed by NYCoS. It focuses on developing musicianship skills through pitch and rhythm games as well as singing based activities. Traditional folk songs and games are used to introduce musical concepts with the children involved in practical activities throughout.</p>	<p>Go for Bronze</p> <p>Develops confidence and self-esteem through singing workshops, vocal techniques and musical games to foster musicianship, vocal skills, understanding.</p> <p>Go for Bronze enriches the curriculum and enables children to learn music and the concept of creating sound through active learning. Pupils learn about music, rhythm and pulse. The sessions are engaging and enjoyable and the skills they learn transfer to their ability to play musical instruments.</p> <p>Go for Bronze/Sounds Musical is a 12 week Kodaly- based music programme for P4 pupils developed by NYCoS. It focuses on developing musicianship skills through pitch and rhythm games as well as percussion based activities. Games are used to introduce musical concepts with the children involved in practical activities throughout. All YMI projects are being offered through digital delivery methods during Covid 19.</p>	
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Equality outcome 5: Demonstrate that we are an inclusive and diverse employer, where all employees feel valued and respected and our workforce reflects our community.

Aligned with corporate plan:

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

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

What we want to do	Why we want to do this	How we plan to do it	What difference this has made	Responsibility
Ensure equity of employment opportunities	To align with Council and Scottish Government employment practices and equality legislation	By utilising Myjobscotland as the main recruitment process.	86.18% of the teaching workforce is Female and 13.82% Male. The recruitment process is gender neutral and this balance is reflected by the applicants for posts.	Human Resources Team
Promote an ethos of respect and inclusion amongst employees.	Schools promote a rights respecting ethos as outlined in How Good Is Our School 4 and the National Framework. This inherently must extend to employees as role models.  We aim to reduce the reported instances of violence and aggression toward employees.	By embedding the Rights Respecting School Award and introducing programmes such as Mentors in Violence Prevention (MVP).	Reference RRSA on page 11 Outcome 1.  MVP is currently rolled out in 5 schools with a roll out intended across the authority in subsequent years. It has been very well received and is supported by Education Scotland Officers.  Cedarbank School are also engaging in a pilot of MVP in ASN settings.	Education Schools

			An agreed shared value across the IWS is one of respect and aligned to the RRSA agenda. All staff voted on this value as the most important one for our service model and approach.	Inclusion and Wellbeing Service
		The Leap Sport Manifesto promoting Inclusion in PE and Sport will be introduced and training provided with employees in those fields.	2 Staff attended LEAP conferences with information/learning passed on to other staff in the service. Suitable training for all staff to be identified.	Active Schools and Community Sport



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

Aligned with corporate plan:

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

What we want to do	Why we want to do this	How we plan to do it	What difference this has made	Responsibility
Implement the Pupil Voice Strategy	Research by the Children and Young People's Commissioner has shown that the level of participation of children and young people within schools can have a significant impact on attainment, so empowerment matters for them.	<p>Pupil P7 and secondary surveys.</p> <p>Implementing "You said we did" in schools.</p> <p>Pupils are invited to Child/ Young Person Planning Meetings</p> <p>Using digital learning tools to support improving pupil voice.</p> <p>Implement the Rights Respecting School award.</p>	<p>Wellbeing self - assessments and tracking and monitoring of the Wellbeing Indicators is being piloted and undertaken by pupils.</p> <p>Pupils views are taken in account at Authority Attendance Groups and Childs Planning meetings. Agreed actions must reflect the young person's views. If no input is made by the young person a reason must be given as to why this was the case.</p> <p>Improving learner conversations are being held across all sectors. These are universal with all pupils and targeted to specific needs. Young people are also involved in IEP (individual education plans) in terms of setting and evaluating their learning targets.</p> <p>As a result of the above actions pupils are engaging in the making the decisions which affect them, which improved their outcomes and destinations.</p> <p>All schools have a baseline HWB report of where children have reported themselves in terms of the wellbeing indicators. This is being used to aid in pupil voice. Due to COVID-19 we focused on the children being safe but their report told us they were more concerned about being included and achieving across</p>	Education Schools

		Begin to baseline our Pupils' mental Health and Wellbeing through their voice.	the authority. Schools are now addressing this need with a variety of interventions to improve these aspects of pupil wellbeing.	
			IWS capture the learner voice through the use of the Pupil Passport programme, through our case study moderation cycle and via our Pupil Forums. The learner is at the heart of the service model and our children have provided the best feedback which has driven changes in the service model.	Inclusion and Wellbeing Service
	Involve children and young people in decision making involving curricular and extracurricular provision.	Utilise Young Ambassadors and school sport committees within primary and secondary schools.	70 schools assessed as part of the School Sport Award which requires a school sport committee to be established. School Sport Committees and YAs surveyed pupils in various ways to establish activity levels outwith school, feedback on PE lessons and their needs/wants around extracurricular clubs  The service has now identified 'Leadership' as a key area of work. Opportunities for pupils to engage in programmes has increased and the local development of the Young Ambassadors programme has allowed 5 pupils across years 2018-19 and 2019-20 to become part of the national Young Ambassador delivery team	Active Schools and Community Sport.
Support and improve Parental Engagement	We know that when parents are fully involved in their child's learning, and in the life and work of their local school, that	West Lothian Conference on Parental Engagement - March 2017	Most schools have social media accounts which are used effectively to share practice, inform parents / carers and celebrate success.  School websites have recently been re-launched and include standard buttons such as the CEOP reporting	Education Schools

	<p>we see better outcomes for children, parents and schools. That is why we will work to ensure that parents are supported to play an active role in their child's learning, and that parents and communities play a bigger role in the day-to-day lives of their schools. Parents and teachers in particular will become key decision makers.</p>	<p>Parent Councils, surveys, meetings and engagement in learning opportunities in school and at home.</p> <p>Use of digital tools such as social media, blogs, improved and up to date school websites etc.</p>	<p>button (to report exploitation and abuse both online and in reality).</p> <p>Local authority Twitter feeds such as the HWB Champions and the Literacy /Numeracy PEF team are also open access to parents/carers</p> <p>All schools are GDPR compliant most schools across the authority have active social media accounts and have their own school app to share information and learning with parents. All schools in WL also now have an active school website.</p>	
			<p>IWS run a Parents Forum which is in partnership with CLD, Signpost and The Larder. This group meet to discuss challenges at home and engage in family learning activities over a lunch prepared and served by our children and young people. This session takes place monthly. Our primary provision at Connolly School Campus have regular parental sessions in a nurturing session on a class-by-class basis. Parents are involved in the ongoing Child's Planning Process for every child we support.</p>	Inclusion and Wellbeing Service
	Develop Active Schools and Community Sport communication plan	Develop online platforms for stakeholder engagement and	Twitter accounts set up for all ASCs to promote activity across cluster areas. Online registration system was trialled but not taken forward as practical needs were not met.	Active Schools and Community Sport.

	to ensure engagement with key stakeholder including young people, schools and parents.	registration for service activities e.g. after school provision and holiday programmes.	Active Schools produced their first e-newsletter in 2019. Newsletters are now being produced termly and are being shared widely amongst all education staff, parents and stakeholders.	
Improve wider community engagement in decision making	<p>To provide opportunities for input into decision making processes that will affect local communities, including the development of Physical Activity and Sport strategies.</p> <p>To support community engagement and empowerment at all levels from needs assessment to decision making.</p>	<p>Customer satisfaction surveys</p> <p>Identify stakeholder groups (e.g. schools, community clubs etc.) and ensure opportunities for consultation are provided.</p> <p>Community Learning and Development Plan, community engagement process</p>	<p>Consultations have begun with a variety of stakeholders for the development of 'A More Active West Lothian' Sport strategy</p> <p>Parksmart is an example of a campaign where pupils (usually Junior Road Safety Officers) may lead the whole school community in tackling driver behaviour, parking and promoting active travel through a rights based approach. Where implemented successfully pupils see the impact that their voices and a planned approach to campaigning can have e.g. Inveralmond campus and Howden St Andrew's PS, St Nicholas P.S. Winchburgh and Holy Family campus are now embarking on a joint campaign with the community council.</p>	All Education Services
			More Active West Lothian' Sport strategy	Active Schools and Community Sport.
Ensure accessibility to council services and information meets the needs	Ensure a variety of communication mediums are available for the Active Schools and	<p>Easy read web materials and hard copies</p> <p>Braille</p>	Group call is particularly effective in accessing hard to reach families in terms of immediate contact, information and invitations to meetings, safe arrivals etc. The tech allows for multiple devices access and translation. Staff report this is the one tool which has significantly had a	Education Schools

of all members of our communities.	Community Sport service.	Variety of languages Visual resources Web links and Blogs Group call	positive impact of the speed and clarity of communication.	
		Communication with Active Schools and Community Sport officers is available through face to face meetings, phone, email, website, electronic booking systems and social media.	WLC Sports Club Accreditation Scheme application, sporting grants application and ESSP applications all developed to submission via the Active West Lothian Website.	Active Schools and Community Sport.
Manage the council's Public Art programme through consultation and engagement with local communities. Funded by developer contributions, the Public Art Fund enables communities to	The Public Art Programme is based on community consultation and engagement because it provides an opportunity for communities to help shape better outcomes. This approach allows individuals and communities to engage in issues	The Grassroots Public Art Grant scheme enables communities to access funding to create new public art for their local area which is based on community consultation and engagement and which demonstrates a lasting benefit to the community. The grant fund meets the wider	Funding awarded from the Grassroots Public Art Grant scheme has enabled many community groups to improve local spaces using commissioning of public art.  Grassroots grant scheme will continue to be delivered on a rolling programme basis.  The commissioning group consultation method supported by the Grassroots grant process, continues to encourage and enable local people to participate in the design and creation of new art works which demonstrate a lasting benefit to the community and which make people feel better about themselves and their community.	Community Arts

<p>manage the commissioning of new public art works and also enables the cataloguing, maintenance and decommissioning of existing art works.</p>	<p>which are important to local people. Consultation is an essential mechanism to help public services deliver efficient, customer-focused services and to support the achievement of improved outcomes for local people.</p>	<p>strategic agenda for the sustainable development of public art in West Lothian and the funding supports community groups to develop their capacity for public art project management while improving the local built and natural environments.</p> <p>As a core development area the Winchburgh area and in line with the supplementary planning guidance on public art, the site will accrue funding for public artworks within the development boundaries. There is a 7 year public art plan which maps out the process and heritage themes which will emerge during the project.</p>	<p>A new public art plan for 2021 -2026 is currently in development which will outline further opportunities for access to public art projects and funding for local residents and schools to participate in shaping local shared spaces and events.</p> <p>New extensive mapping of all public artworks in West Lothian has been developed for the purposes of encouraging access to outdoor spaces and improved health and well being through engaging in self-guided public art walking routes now available online for PC and mobile devices.</p> <p><a href="https://www.westlothian.gov.uk/publicart">https://www.westlothian.gov.uk/publicart</a></p>	
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Equality outcome 7: Improve partnership working to enable our communities are encouraged to live healthier lives in partnership with other agencies and stakeholders, where appropriate.

Aligned with corporate plan:

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

What we want to do	Why we want to do this	How we plan to do it	What difference this has made	Responsibility
Streamline schools education and community learning and development through which a wide range of partners in the public and third sector are contributing to improving outcomes for people, either in direct partnership with schools or in other community settings.	<p>Improve school to community pathways and provision in partnership with local sports clubs and organisations.</p> <p>To raise awareness of relevant national campaigns relating to healthy living and to provide opportunities for local engagement.</p> <p>To improve wellbeing and life chances for our communities through joint planning and self-evaluation. Through</p>	<p>Establishment of Community Sports hubs within four geographic areas- North, South, West and Central.</p> <p>Promotion of healthy living through sport campaigns through Active Schools and Community Sport media.</p>	<p>3 Community Sports Hubs developed. PE Physical Activity and Sport (PEPAS) groups established within all 9 primary school clusters that will also support the development of school-club links.</p> <p>AS &amp;CS have fully embedded a 'Changing Lives Through Sport' approach to service delivery. The approach seeks to deliver wider outcomes for individual and communities through sport and physical activity.</p> <p>Community Sports club support is driven by the approach and work is being carried out with support of sportscotland to integrate the approach within Active Schools. This comes at an opportune time when the focus on health and wellbeing of pupils is paramount. The service have been successful in gaining places for 2 staff on the 'Changing Lives Champions' programme for 2020-21 that will further support the service development lead by the current service 'champion'.</p> <p>Co-ordinated Support plans are in place. (These are statutory for a small targeted group of pupils.)</p>	<p>Active Schools and Community Sport.</p> <p>Learning, Policy and Resources</p> <p>Inclusion and Wellbeing Service</p>

	partnership working identifying initiatives that address needs and add value.			
Include and collaborate with Private Early Years Centres and childminders in local authority developments.	To support our children to have the best start in life and be ready to succeed.	Through formal partnerships with 7 private early years centres and offering professional learning opportunities to all private nurseries, playgroups and early years centres.  This will be extended to include all partners who meet the national quality standard by 2020.	The expansion plan of early years education is progressing at pace with the requirement of additional hours offered and inclusion of 2 year olds in some circumstances.  Creative thinking in the use of spaces inclusive of outdoors; staffing and managing of numbers of children logistically and in terms of quality learning provision is being employed.	Education Schools Early Years Team
Work in partnership with LGBT Scotland; Stonewall and the WL Glitter Cannons	Engage with protected characteristic groups to develop Equalities Impact Assessment prior to the production of Physical Activity and Sport Strategy.	Meet with protected characteristic groups to discuss and identify barriers to participation in Physical Activity and Sport.	PEPAS groups established in all schools to consider all aspects of curricular and extracurricular provision. These groups are open to all.	Active Schools and Community Sport
Work in partnership with external organisations	In order to foster common approaches and language, achieving	NHS (Healthy Respect; Tobacco; Health Improvement and Access Officer etc.)	Refer to Health and Wellbeing P.5 and PSE P.7.  A review of the Relationships and Sexual Health curriculum is currently underway and West Lothian is working collaboratively with Healthy Respect. The PSE	Education Schools



such as NHS, Education Scotland and third sector organisations.	positive, equitable and inclusive outcomes for children and young people.	Education Scotland: Mentors in Violence Prevention Health and Wellbeing Network Barnados Young Carers Youth Action Project	review paper (Jan 2019) has been circulated to the WL Alcohol and Drug Partnership (ADP).  Tobacco work has been carried out by NHS partner in 10 of our Secondary schools over a period of 4 years in the Decipher Assist programme. Recent research carried out by NHS shows that pupils knowledge is good around tobacco, but that peer to peer supply is an ongoing issue.	Inclusion and Wellbeing Service
		Sportscotland Community clubs and organisations	Participation data submitted to sportscotland re ASNs, FSMs and SIMD data. Sportscotland to provide clarity on national outcomes for equality and inclusion within revised Corporate Plan and Partnership Agreements	Active Schools and Community Sport
Alcohol and Drug Partnerships	To promote healthy living and encourage positive, informed choices.	Youth Inclusion and Aftercare Team Youth Action Project West Lothian Drug and Alcohol Service	Support young people with alcohol and drug issues when referred by schools, are self –referred or through a GP. Re- structuring of services and funding restraints have required more targeted approaches.  The WL Alcohol and Drug Partnership have a Young People's sub group which is currently identifying such targeted approaches, possibly through Pupil Equity Fund.  2020- The West Lothian Drug and Alcohol service secured funding for a youth worker who has been working 1-2-1 with children and young people impacted by their own substance misuse or by parental substance misuse.	Education Schools  Inclusion and Wellbeing Service
	Use 'sport for change' model to reduce incidences of	Support the provision of Friday afternoon activity sessions targeting young	Friday afternoon diversionary club stopped due to loss of external funding.	Active Schools and Community Sport

	antisocial alcohol and drug related activity in East Calder.	people at Xcite East Calder.		
Collaborate with Social Policy:  Health Improvement Team Youth Inclusion Project  Children and Young People's Team	In order to foster common approaches and language, achieving positive, equitable and inclusive outcomes for children and young people. To promote healthy living and encourage positive, informed choices.	Through signposting of children and young people to an appropriate intervention or support service.	Weekly meeting to support children and young people with a variety of wellbeing needs as part of the post-lockdown recovery plan.  2020-2021 – To better support children and families impacted by the Covid lockdown, a multi-agency Wellbeing Recovery Screening Group has been formed. This group meets weekly to discuss referrals from schools, parents, GPs and Social Policy colleagues and allows professionals from all agencies to share information, assess needs and quickly allocate appropriate services	Wellbeing Recovery Screening Group (multi-agency group as part of post-lockdown recovery)
West Lothian Leisure  Health and Social Care Partnership	Develop a physical activity and sport strategy for West Lothian to inclusive of all partner organisations to ensure activities are coordinated across partner organisations to enable local and national outcomes are achieved.	Organise appropriate forums (inclusive of working groups) for engagement with partner organisations to discuss and produce Physical Activity and Sport strategy.	Proposal for creation of Health and Wellbeing subgroup and development of Physical Activity and Sport strategy to be considered.  With development of the Changing Lives approach, the service will seek to identify key partners and establish appropriate forums for the strategic development of PE, physical activity and sport opportunities in support of health and wellbeing outcomes.	Active Schools and Community Sport

<p>Seek out opportunities to work in partnership with West Lothian Leisure, cultural organisations and the voluntary sector.</p>	<p>Partnership working with a wide range of partners enables us to extend our provision, work with a wider range of individuals, groups and communities and maximises our resources.</p>	<p>Community Arts works closely with West Lothian Leisure to provide high quality cultural facilities at Howden Park Centre.</p> <p>Community Arts supports the voluntary arts sector and manages the council's Arts Grants scheme and Grassroots Public Art Fund.</p> <p>Community Arts supports Firefly Arts Ltd and the Regal Community Theatre in Bathgate and monitor these organisations' performance in achieving the outcomes which are purchased through Funding Agreements and community arts activities.</p>	<p>Community Arts supports West Lothian Leisure to continue to offer opportunities for local people to participate in the arts programme at Howden Park Centre.</p> <p>Core funding from West Lothian Council and Link Officer support from Community Arts enables Firefly Arts to offer children and young people and young people with a range of special needs high quality, affordable and progressive arts opportunities. Firefly Arts generates new community partnerships, provides training and work experience for young adults and deliver specialist projects to support West Lothian's most vulnerable communities.</p>	<p>Community Arts</p>
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## **APPENDIX 2**

### **EMPLOYMENT MONITORING DATA**

#### **EDUCATION**

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

Information on the workforce has been gathered and reported on according protected characteristics and is provided in the tables below for the period 1 January 2019 to 31 December 2020.

#### **Sources of Information**

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

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

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

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

## EDUCATION EMPLOYMENT MONITORING STATISTICS

(1 January 2019 – 31 January 2021)

### 1. STAFF IN POST

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

#### 1.1 Employees in Post by Sex as at January 2021

Sex	Number	Percentage
Female	3566	86.18
Male	572	13.82
Prefer not to say	0	0
Unknown	0	0
<b>Total</b>	<b>4138</b>	<b>100</b>

#### 1.2 Employees in Post by Ethnicity as at January 2021

Ethnicity	Number	Percentage
White – Scottish	2710	65.49
White - Other British	206	4.98
White – Irish	47	1.14
White - Gypsy/ Traveller	0	0
White - Eastern European (e.g. Polish)	13	0.31
White - Other ethnic group	103	2.49
Any mixed or multiple ethnic group	8	0.19
Pakistani, Pakistani Scottish or Pakistani British	19	0.46
Indian, Indian Scottish or Indian British	15	0.36
Bangladeshi, Bangladeshi Scottish or Bangladeshi British	1	0.02
Chinese, Chinese Scottish or Chinese British	4	0.10
Other Asian	7	0.17

African, African Scottish or African British	5	0.12
Other African	1	0.02
Caribbean, Caribbean Scottish or Caribbean British	7	0.17
Black, Black Scottish or Black British	1	0.02
Other Caribbean or Black	0	0
Arab, Arab Scottish or Arab British	0	0
Other Arab	0	0
Other	6	0.14
Prefer not to say	777	18.78
Unknown	208	5.03
<b>Total</b>	<b>4138</b>	<b>100</b>

### 1.3 Employees in post by Disability as at January 2021

<b>Disability</b>	<b>Number</b>	<b>Percentage</b>
Yes	69	1.67
No	558	13.48
Prefer not to say	20	0.48
Unknown	3491	84.36
<b>Total</b>	<b>4138</b>	<b>100</b>

### 1.4 Employees in post by Disability Type as at January 2021

<b>Disability Type</b>	<b>Number</b>	<b>Percentage</b>
A learning disability	14	20.29
A longstanding illness or other health condition	17	24.64
A mental health condition	12	17.39
A physical impairment	5	7.25
Sensory impairment	9	13.04
Other condition	12	17.39
Prefer not to say	0	0

Unknown	0	0
<b>Total</b>	<b>69</b>	<b>100</b>

#### 1.5 Employees in Post by Age as at January 2021

<b>Age</b>	<b>Number</b>	<b>Percentage</b>
Under 21	31	0.75
21-30	783	18.92
31-40	1114	26.92
41-50	1069	25.83
51-60	937	22.64
61 Plus	204	4.93
Unknown	0	0
<b>Total</b>	<b>4138</b>	<b>100</b>

#### 1.6 Employees in post by Sexual Orientation as at January 2021

<b>Sexual Orientation</b>	<b>Number</b>	<b>Percentage</b>
Bisexual	10	0.24
Gay	10	0.24
Heterosexual/ straight	641	15.49
Lesbian	5	0.12
Prefer not to say	32	0.77
Unknown	3440	83.13
<b>Total</b>	<b>4138</b>	<b>100</b>

### 1.7 Employees in post by Religion or Belief as at January 2021

Religion or Belief	Number	Percentage
None	322	7.78
Church of Scotland	154	3.72
Roman Catholic	135	3.26
Other Christian	68	1.64
Muslim	5	0.12
Buddhist	1	0.02
Sikh	0	0
Jewish	1	0.02
Hindu	0	0
Humanist	3	0.07
Pagan	0	0
Other religion or belief	7	0.17
Prefer not to say	34	0.82
Unknown	3408	82.36
<b>Total</b>	<b>4138</b>	<b>100</b>

### 1.8 Employee in post by Caring Responsibility as at January 2021

Caring Responsibilities	Number	Percentage
Yes	175	4.23
No	150	3.62
Prefer not to say	13	0.31
Unknown	3800	91.83
<b>Total</b>	<b>4138</b>	<b>100</b>



### 1.9 Employees in post by Gender Identity as at January 2021

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

Gender Identity	Number	Percentage
Yes	1	0.02
No	530	12.81
Prefer not to say	20	0.48
Unknown	3587	86.68
<b>Total</b>	<b>4138</b>	<b>100</b>

## 2. APPLICANTS FOR EMPLOYMENT

The following statistics are taken from the National Recruitment Portal.

### 2.1 SEX

#### 2.1.1 Applicants for Employment 1 January 2019 – 31 December 2019 by Sex

SEX	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Female	4,470	81.97	1,589	82.50	609	83.88
Male	915	16.78	319	16.56	101	13.91
Prefer not to say	15	0.28	7	0.36	3	0.41
Unknown	53	0.97	11	0.57	13	1.79
<b>Total</b>	<b>5,453</b>	<b>100</b>	<b>1,926</b>	<b>100</b>	<b>726</b>	<b>100</b>

#### 2.1.2 Applicants for Employment 1 January 2020 – 31 December 2020 by Sex

SEX	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Female	5,897	84.68	1,533	85.36	532	84.44
Male	962	13.81	237	13.20	68	10.79
Prefer not to say	28	0.40	10	0.56	2	0.32
Unknown	77	1.11	16	0.89	28	4.44
<b>Total</b>	<b>6,964</b>	<b>100</b>	<b>1,796</b>	<b>100</b>	<b>630</b>	<b>100</b>

## 2.2 ETHNICITY

### 2.2.1 Applicants for Employment 1 January 2019 – 31 December 2019 by Ethnicity

ETHNICITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
African - (Inc.Scottish/British)	5	0.09	0	0	0	0
African - Other	27	0.50	7	0.36	4	0.55
Any Mixed or Multiple	31	0.57	7	0.36	1	0.14
Asian - Bangladeshi (Inc.Scottish/British)	2	0.04	1	0.05	0	0
Asian - Chinese (Inc.Scottish/British)	11	0.20	2	0.10	0	0
Asian - Indian (Inc.Scottish/British)	32	0.59	2	0.10	1	0.14
Asian - Other (Inc.Scottish/British)	32	0.59	13	0.67	2	0.28
Asian - Pakistani (Inc.Scottish/British)	54	0.99	12	0.62	5	0.69
Black - (Inc.Scottish/British)	5	0.09	0	0	0	0
Caribbean - (Inc.Scottish/British)	2	0.04	1	0.05	0	0
Caribbean or Black (Other)	2	0.04	0	0	0	0
Other - Arab (Inc.Scottish/British)	10	0.18	2	0.10	1	0.14
White - Eastern European (eg Polish)	31	0.57	5	0.26	1	0.14
White - Irish	40	0.73	15	0.78	5	0.69
White - Other British	385	7.06	159	8.26	64	8.82
White - Other white ethnic group	205	3.76	38	1.97	16	2.20
White - Polish	92	1.69	19	0.99	9	1.24
White - Scottish	4,348	79.74	1,608	83.49	594	81.82
Prefer not to say	43	0.79	18	0.93	7	0.96
Unknown	96	1.76	17	0.88	16	2.20
<b>Total</b>	<b>5,453</b>	<b>100</b>	<b>1,926</b>	<b>100</b>	<b>726</b>	<b>100</b>

## 2.2.2 Applicants for Employment 1 January 2020 – 31 December 2020 by Ethnicity

ETHNICITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
African - (Inc.Scottish/British)	14	0.20	2	0.11	1	0.16
African - Other	13	0.19	1	0.06	0	0
Any Mixed or Multiple	23	0.33	2	0.11	0	0
Asian - Bangladeshi (Inc.Scottish/British)	3	0.04	0	0	0	0
Asian - Chinese (Inc.Scottish/British)	14	0.20	2	0.11	0	0
Asian - Indian (Inc.Scottish/British)	33	0.47	3	0.17	1	0.16
Asian - Other (Inc.Scottish/British)	15	0.22	3	0.17	2	0.32
Asian - Pakistani (Inc.Scottish/British)	87	1.25	17	0.95	7	1.11
Black - (Inc.Scottish/British)	5	0.07	3	0.17	1	0.16
Caribbean - (Inc.Scottish/British)	1	0.01	0	0	0	0
Caribbean or Black (Other)	6	0.09	1	0.06	0	0
Other - Arab (Inc.Scottish/British)	20	0.29	1	0.06	0	0
White - Eastern European (eg Polish)	49	0.70	5	0.28	1	0.16
White - Irish	85	1.22	24	1.34	3	0.48
White - Other British	509	7.31	147	8.18	50	7.94
White - Other white ethnic group	259	3.72	38	2.12	13	2.06
White - Polish	72	1.03	21	1.17	12	1.90
White - Scottish	5,505	79.05	1,472	81.96	499	79.21
Prefer not to say	66	0.95	24	1.34	7	1.11
Unknown	185	2.66	30	1.67	33	5.21
<b>Total</b>	<b>6,964</b>	<b>100</b>	<b>1,796</b>	<b>100</b>	<b>630</b>	<b>100</b>

## 2.3 DISABILITY

### 2.3.1 Applicants for Employment 1 January 2019 – 31 December 2019 by Disability

DISABILITY	Applicants for Employment (5,453)		Selected for Interview (1,926)		Successful Appointments (726)	
	No.	%	No.	%	No.	%
Disabled	291	5.34	138	7.17	30	4.13

### 2.3.2 Applicants for Employment 1 January 2020 – 31 December 2020 by Disability

DISABILITY	Applicants for Employment (6,964)		Selected for Interview (1,796)		Successful Appointments (630)	
	No.	%	No.	%	No.	%
Disabled	404	5.80	171	9.52	32	5.08

### 2.3.3 Applicants for Employment 1 January 2019 – 31 December 2019 by Disability Type

DISABILITY TYPE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Learning Disability	75	25.77	30	21.74	7	23.33
Longstanding Illness	46	15.81	23	16.67	6	16.67
Mental Health Condition	51	17.53	21	15.22	7	23.33
Physical Impairment	19	6.53	9	6.52	2	6.67
Sensory Impairment	4	1.37	3	2.17	0	0
Other	28	9.62	14	10.14	3	10
Prefer Not to Say	4	1.37	4	2.90	0	0
Unknown	64	21.99	34	24.64	6	20
<b>Total</b>	<b>291</b>	<b>100</b>	<b>138</b>	<b>100</b>	<b>30</b>	<b>100</b>

### 2.3.4 Applicants for Employment 1 January 2020 – 31 December 2020 by Disability Type

DISABILITY TYPE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Learning Disability	120	29.70	56	32.75	8	25
Longstanding Illness	87	21.53	33	19.30	10	31.25
Mental Health Condition	63	15.59	19	11.11	1	3.13
Physical Impairment	42	10.40	20	11.70	3	9.38
Sensory Impairment	1	0.25	0	0	0	0
Other	29	7.18	15	8.77	4	12.50
Prefer Not to Say	13	3.22	7	4.09	0	0
Unknown	49	12.13	21	12.28	6	18.75
<b>Total</b>	<b>404</b>	<b>100</b>	<b>171</b>	<b>100</b>	<b>32</b>	<b>100</b>

## 2.4 AGE

### 2.4.1 Applicants for Employment 1 January 2019 – 31 December 2019 by Age

AGE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Under 21	91	1.67	40	2.08	20	2.75
21-30	1,342	24.61	441	22.90	172	23.69
31-40	1,746	32.02	552	28.66	227	31.27
41-50	1,322	24.24	529	27.47	181	24.93
51-60	742	13.61	304	15.78	93	12.81
61 plus	123	2.26	41	2.13	18	2.48
Not Known	87	1.60	19	0.99	15	2.07
<b>Total</b>	<b>5,453</b>	<b>100</b>	<b>1,926</b>	<b>100</b>	<b>726</b>	<b>100</b>

## 2.4.2 Applicants for Employment 1 January 2020– 31 December 2020 by Age

AGE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Under 21	169	2.43	49	2.73	22	3.49
21-30	2,322	33.34	497	27.67	170	26.98
31-40	2,014	28.92	529	29.45	193	30.63
41-50	1,464	21.02	446	24.83	136	21.59
51-60	720	10.34	209	11.64	67	10.63
61 plus	115	1.65	30	1.67	9	1.43
Not Known	160	2.30	36	2	33	5.24
<b>Total</b>	<b>6,964</b>	<b>100</b>	<b>1,796</b>	<b>100</b>	<b>630</b>	<b>100</b>

## 2.5 SEXUAL ORIENTATION

### 2.5.1 Applicants for Employment 1 January 2019 – 31 December 2019 by Sexual Orientation

SEXUAL ORIENTATION	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Bisexual	52	0.95	22	1.14	9	1.24
Gay/Lesbian	114	2.09	39	2.02	9	1.24
Heterosexual/Straight	5,009	91.86	1,775	92.16	670	92.29
Unknown	103	0.15	2	0.10	1	0.14
Prefer not to say	167	3.06	63	3.27	17	2.34
Other	8	1.89	25	1.30	20	2.75
<b>Totals</b>	<b>5,453</b>	<b>100</b>	<b>1,926</b>	<b>100</b>	<b>726</b>	<b>100</b>

## 2.5.2 Applicants for Employment 1 January 2020 – 31 December 2020 by Sexual Orientation

SEXUAL ORIENTATION	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Bisexual	137	1.97	38	2.12	9	1.43
Gay/Lesbian	204	2.93	54	3.01	18	2.86
Heterosexual/Straight	6,279	90.16	1,613	89.81	556	88.25
Unknown	24	0.34	2	0.11	0	0
Prefer not to say	204	2.93	62	3.45	14	2.22
Other	116	1.67	27	1.50	33	5.24
<b>Totals</b>	<b>6,964</b>	<b>100</b>	<b>1,796</b>	<b>100</b>	<b>630</b>	<b>100</b>

## 2.6 RELIGION OR BELIEF

### 2.6.1 Applicants for Employment 1 January 2019 – 31 December 2019 by Religion or Belief

RELIGION OR BELIEF	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Buddhist	11	0.20	2	0.10	1	0.14
Church of Scotland	870	15.95	364	18.90	126	17.36
Hindu	16	0.29	1	0.05	1	0.14
Humanist	53	0.97	18	0.93	8	1.10
Jewish	9	0.17	3	0.16	3	0.41
Muslim	75	1.38	20	1.04	7	0.96
None	2,617	47.99	894	46.42	355	48.90
Other Christian	436	8	127	6.59	61	8.40
Other Religion/Belief	49	0.90	13	0.67	3	0.41
Pagan	6	0.11	4	0.21	1	0.14
Roman Catholic	908	16.65	339	17.60	104	14.33



Sikh	3	0.06	0	0	0	0
Prefer Not to Say	277	5.08	108	5.61	35	4.82
Unknown	123	2.26	33	1.71	21	2.89
<b>Total</b>	<b>5,453</b>	<b>100</b>	<b>1,926</b>	<b>100</b>	<b>726</b>	<b>100</b>

## 2.6.2 Applicants for Employment 1 January 2020 – 31 December 2020 by Religion or Belief

RELIGION OR BELIEF	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Buddhist	11	0.16	2	0.11	1	0.16
Church of Scotland	1,049	15.06	302	16.82	100	15.87
Hindu	20	0.29	1	0.06	0	0
Humanist	60	0.86	17	0.95	7	1.11
Jewish	2	0.03	0	0	0	0
Muslim	107	1.54	17	0.95	8	1.27
None	3,627	52.08	899	50.06	311	49.37
Other Christian	514	7.38	134	7.46	49	7.78
Other Religion/Belief	32	0.46	13	0.72	4	0.63
Pagan	8	0.11	2	0.11	0	0
Roman Catholic	1,047	15.03	279	15.53	95	15.08
Sikh	5	0.07	1	0.06	1	0.16
Prefer Not to Say	306	4.39	90	5.01	17	2.70
Unknown	176	2.53	39	2.17	37	5.87
<b>Total</b>	<b>6,964</b>	<b>100</b>	<b>1,796</b>	<b>100</b>	<b>630</b>	<b>100</b>

## 2.7 CARING RESPONSIBILITIES

### 2.7.1 Applicants for Employment 1 January 2019 – 31 December 2019 by Caring Responsibilities

CARING RESPONSIBILITIES	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes (Children under 18)	2,584	47.39	963	50	375	51.65
Yes (Other)	81	1.49	30	1.56	13	1.79
No	2,703	49.57	912	47.35	321	44.21
Prefer Not to Say	24	0.44	11	0.57	5	0.69
Unknown	61	1.12	10	0.52	12	1.65
<b>Total</b>	<b>5,453</b>	<b>100</b>	<b>1,926</b>	<b>100</b>	<b>726</b>	<b>100</b>

### 2.7.2 Applicants for Employment 1 January 2020 – 31 December 2020 by Caring Responsibilities

CARING RESPONSIBILITIES	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes (Children under 18)	3,011	43.23	804	44.77	303	48.10
Yes (Other)	127	1.82	38	2.12	12	1.90
No	3,651	52.43	917	51.06	281	44.60
Prefer Not to Say	52	0.75	12	0.67	1	0.16
Unknown	123	1.77	25	1.39	33	5.24
<b>Total</b>	<b>6,964</b>	<b>100</b>	<b>1,796</b>	<b>100</b>	<b>630</b>	<b>100</b>

## 2.8 GENDER IDENTITY

### 2.8.1 Applicants for Employment 1 January 2019 – 31 December 2019 by Gender Identity

The statistics in the table below are provided in response to the following question: Have you ever

identified as a transgender person or as undergoing any part of the gender reassignment process?

GENDER IDENTITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes	10	0.18	4	0.21	2	0.28
No	5,330	97.74	1,888	98.03	704	96.97
Prefer Not to Say	47	0.86	18	0.93	6	0.83
Unknown	66	1.21	16	0.83	14	1.93
<b>Total</b>	<b>5,453</b>	<b>100</b>	<b>1,926</b>	<b>100</b>	<b>726</b>	<b>100</b>

### 2.8.2 Applicants for Employment 1 January 2020 – 31 December 2020 by Gender Identity

The statistics in the table below are provided in response to the following question: Have you ever

identified as a transgender person or as undergoing any part of the gender reassignment process?

GENDER IDENTITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes	13	0.19	3	0.17	0	0
No	6,824	97.99	1,760	98	597	94.76
Prefer Not to Say	36	0.52	13	0.72	2	0.32
Unknown	91	1.31	20	1.11	31	4.92
<b>Total</b>	<b>6,964</b>	<b>100</b>	<b>1,796</b>	<b>100</b>	<b>630</b>	<b>100</b>

### 3. APPLICANTS FOR PROMOTION

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

#### 3.1 SEX

##### 3.1.1 Applicants for Promotion 1 January 2019 – 31 December 2019 by Sex

SEX	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Female	466	82.19	237	82.87	71	82.56
Male	100	17.64	49	17.13	15	17.44
Prefer not to say	1	0.18	0	0	0	0
<b>Total</b>	<b>567</b>	<b>100</b>	<b>286</b>	<b>100</b>	<b>86</b>	<b>100</b>

##### 3.1.2 Applicants for Promotion 1 January 2020 – 31 December 2020 by Sex

SEX	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Female	428	77.26	183	84.33	60	83.33
Male	123	22.20	32	14.75	12	16.67
Prefer not to say	3	0.54	2	0.92	0	0
<b>Total</b>	<b>554</b>	<b>100</b>	<b>217</b>	<b>100</b>	<b>72</b>	<b>100</b>

## 3.2 ETHNICITY

### 3.2.1 Applicants for Promotion 1 January 2019 – 31 December 2019 by Ethnicity

ETHNICITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
African - (Inc.Scottish/British)	0	0	0	0	0	0
African - Other	0	0	0	0	0	0
Any Mixed or Multiple	0	0	0	0	0	0
Asian - Bangladeshi (Inc.Scottish/British)	0	0	0	0	0	0
Asian - Chinese (Inc.Scottish/British)	0	0	0	0	0	0
Asian - Indian (Inc.Scottish/British)	0	0	0	0	0	0
Asian - Other (Inc.Scottish/British)	6	1.06	4	1.40	0	0
Asian - Pakistani (Inc.Scottish/British)	5	0.88	1	0.35	1	1.16
Black - (Inc.Scottish/British)	0	0	0	0	0	0
Caribbean - (Inc.Scottish/British)	0	0	0	0	0	0
Caribbean or Black (Other)	0	0	0	0	0	0
Other - Arab (Inc.Scottish/British)	3	0.53	2	0.70	1	1.16
White - Eastern European (eg Polish)	3	0.53	0	0	0	0
White - Gypsy/Traveller	0	0	0	0	0	0
White - Irish	5	0.88	2	0.70	0	0
White - Other British	26	4.59	15	5.24	6	6.98
White - Other white ethnic group	5	0.88	0	0	0	0
White - Polish	2	0.35	1	0.35	1	1.16
White - Scottish	498	87.83	259	90.56	76	88.37
Prefer not to say	14	2.47	2	0.70	1	1.16
Unknown	0	0	0	0	0	0
<b>Total</b>	<b>567</b>	<b>100</b>	<b>286</b>	<b>100</b>	<b>86</b>	<b>100</b>

### 3.2.2 Applicants for Promotion 1 January 2020 – 31 December 2020 by Ethnicity

ETHNICITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
African - (Inc.Scottish/British)	0	0	0	0	0	0
African - Other	2	0.36	0	0	0	0
Any Mixed or Multiple	1	0.18	1	0.46	0	0
Asian - Bangladeshi (Inc.Scottish/British)	0	0	0	0	0	0
Asian - Chinese (Inc.Scottish/British)	1	0.18	0	0	0	0
Asian - Indian (Inc.Scottish/British)	0	0	0	0	0	0
Asian - Other (Inc.Scottish/British)	0	0	0	0	0	0
Asian - Pakistani (Inc.Scottish/British)	0	0	0	0	0	0
Black - (Inc.Scottish/British)	0	0	0	0	0	0
Caribbean - (Inc.Scottish/British)	0	0	0	0	0	0
Caribbean or Black (Other)	0	0	0	0	0	0
Other - Arab (Inc.Scottish/British)	0	0	0	0	0	0
White - Eastern European (eg Polish)	7	1.26	2	0.92	0	0
White - Gypsy/Traveller	0	0	0	0	0	0
White - Irish	9	1.62	0	0	0	0
White - Other British	23	4.15	11	5.07	4	5.56
White - Other white ethnic group	5	0.90	1	0.46	1	1.39
White - Polish	3	0.54	2	0.92	1	1.39
White - Scottish	491	88.63	194	89.40	63	87.50
Prefer not to say	6	1.08	4	1.84	2	2.78
Unknown	6	1.08	2	0.92	1	1.39
<b>Total</b>	<b>554</b>	<b>100</b>	<b>217</b>	<b>100</b>	<b>72</b>	<b>100</b>

### 3.3 DISABILITY

#### 3.3.1 Applicants for Promotion 1 January 2019 – 31 December 2019 by Disability

DISABILITY	Applicants for Employment (567)		Selected for Interview (286)		Successful Appointments (86)	
	No.	%	No.	%	No.	%
Disabled	12	2.12	7	2.45	1	1.16

#### 3.3.2 Applicants for Promotion 1 January 2020 – 31 December 2020 by Disability

DISABILITY	Applicants for Employment (554)		Selected for Interview (217)		Successful Appointments (72)	
	No.	%	No.	%	No.	%
Disabled	10	1.81	6	2.76	3	4.17

#### 3.3.3 Applicants for Promotion 1 January 2019 – 31 December 2019 by Disability Type

DISABILITY TYPE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Learning Disability	3	25	2	28.57	0	0
Longstanding Illness	7	58.33	4	57.14	1	100
Mental Health Condition	0	0	0	0	0	0
Physical Impairment	1	8.33	1	14.29	0	0
Sensory Impairment	0	0	0	0	0	0
Other	0	0	0	0	0	0
Prefer Not to Say	0	0	0	0	0	0
Unknown	1	8.33	0	0	0	0
Total	12	100	7	100	1	100

### 3.3.4 Applicants for Promotion 1 January 2020 – 31 December 2020 by Disability Type

DISABILITY TYPE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Learning Disability	6	60	2	33.33	0	0
Longstanding Illness	3	30	3	50	2	66.67
Mental Health Condition	0	0	0	0	0	0
Physical Impairment	0	0	0	0	0	0
Sensory Impairment	0	0	0	0	0	0
Other	0	0	0	0	0	0
Prefer Not to Say	0	0	0	0	0	0
Unknown	1	10	1	16.67	1	33.33
Total	10	100	6	100	3	100



### 3.4 AGE

#### 3.4.1 Age Profile of Applicants for Promotion 1 January 2019 – 31 December 2019

AGE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Under 21	1	0.18	1	0.35	0	0
21-30	55	9.70	22	7.69	7	8.14
31-40	192	33.86	83	29.02	27	31.40
41-50	183	32.28	106	37.06	30	34.88
51-60	132	23.28	73	25.52	22	25.58
61 plus	4	0.71	1	0.35	0	0
Not known	0	0	0	0	0	0
Total	567	100	286	100	86	100

#### 3.4.2 Age Profile of Applicants for Promotion 1 January 2020 – 31 December 2020

AGE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Under 21	11	1.99	2	0.92	1	1.39
21-30	95	17.15	24	11.06	11	15.28
31-40	209	37.73	73	33.64	22	30.56
41-50	171	30.87	84	38.71	26	36.11
51-60	63	11.37	30	13.82	11	15.28
61 plus	1	0.18	1	0.46	0	0
Not known	4	0.72	3	1.38	1	1.30
Total	554	100	217	100	72	100

### 3.5 SEXUAL ORIENTATION

#### 3.5.1 Applicants for Promotion 1 January 2019 – 31 December 2019 by Sexual Orientation

SEXUAL ORIENTATION	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Bisexual	1	0.18	0	0	0	0
Gay/Lesbian	14	2.47	4	1.40	1	1.16
Heterosexual/Straight	530	93.47	267	93.36	83	95.51
Unknown	0	0	0	0	0	0
Prefer Not to Say	19	3.35	12	4.20	1	1.16
Other	3	0.53	3	1.05	1	1.16
Totals	567	100	286	100	86	100

#### 3.5.2 Applicants for Promotion 1 January 2020 – 31 December 2020 by Sexual Orientation

SEXUAL ORIENTATION	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Bisexual	0	0	0	0	0	0
Gay/Lesbian	17	3.07	6	2.76	3	4.17
Heterosexual/Straight	531	95.85	207	95.39	68	94.44
Unknown	0	0	0	0	0	0
Prefer Not to Say	6	1.08	4	1.84	1	1.39
Other	0	0	0	0	0	0
Totals	554	100	217	217	72	100

### 3.6 RELIGION OR BELIEF

#### 3.6.1 Applicants for Promotion 1 January 2019 – 31 December 2019 by Religion or Belief

RELIGION OR BELIEF	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Buddhist	2	0.35	0	0	0	0
Church of Scotland	116	20.46	63	22.03	20	23.36
Hindu	0	0	0	0	0	0
Humanist	4	0.71	2	0.70	1	1.16
Jewish	0	0	0	0	0	0
Muslim	10	1.76	5	1.75	2	2.33
None	212	37.39	106	37.06	35	40.70
Other Christian	37	6.53	17	5.94	6	6.98
Other Religion/Belief	15	2.65	4	1.40	0	0
Pagan	1	0.18	0	0	0	0
Roman Catholic	133	23.46	65	22.73	15	17.44
Sikh	0	0	0	0	0	0
Prefer Not to Say	32	5.64	20	6.99	4	4.65
Unknown	5	0.88	4	1.40	3	3.49
Total	567	100	286	100	86	100

#### 3.6.2 Applicants for Promotion 1 January 2020 – 31 December 2020 by Religion or Belief

RELIGION OR BELIEF	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Buddhist	0	0	0	0	0	0
Church of Scotland	103	18.59	47	21.66	14	19.44
Hindu	0	0	0	0	0	0

Humanist	2	0.36	2	0.92	0	0
Jewish	0	0	0	0	0	0
Muslim	1	0.18	0	0	0	0
None	255	46.03	89	41.01	32	44.44
Other Christian	40	7.22	17	7.83	4	5.56
Other Religion/Belief	1	0.18	1	0.46	0	0
Pagan	0	0	0	0	0	0
Roman Catholic	130	23.47	53	24.42	20	27.78
Sikh	0	0	0	0	0	0
Prefer Not to Say	15	2.71	6	2.76	1	1.39
Unknown	7	1.26	2	0.92	1	1.39
Total	554	100	217	100	72	100

### 3.7 CARING RESPONSIBILITIES

#### 3.7.1 Applicants for Promotion 1 January 2019 – 31 December 2019 by Caring Responsibilities

CARING RESPONSIBILITIES	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes (Children under 18)	309	54.50	164	57.34	48	55.81
Yes (Other)	12	2.29	8	2.80	4	4.65
No	241	42.50	113	39.51	32	37.21
Prefer Not to Say	4	0.71	1	0.35	2	2.33
Unknown	0	0	0	0	0	0
Total	567	100	286	100	86	100

#### 3.7.2 Applicants for Promotion 1 January 2020 – 31 December 2020 by Caring Responsibilities

CARING RESPONSIBILITIES	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes (Children under 18)	301	54.33	125	57.60	37	51.39
Yes (Other)	10	1.81	5	2.30	2	2.78
No	228	41.16	82	37.79	32	44.44
Prefer Not to Say	5	0.90	3	1.38	0	0
Unknown	10	1.81	2	0.92	1	1.39
Total	554	100	217	100	72	100

### 3.8 GENDER IDENTITY

#### 3.8.1 Applicants for Promotion 1 January 2019 – 31 December 2019 by Gender Identity

The statistics in the table below are provided in response to the following question: Have you ever

identified as a transgender person or as undergoing any part of the gender reassignment process?

GENDER IDENTITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes	0	0	0	0	0	0
No	558	98.41	280	97.90	86	100
Prefer Not to Say	7	1.23	4	1.40	0	0
Unknown	2	0.35	2	0.70	0	0
Total	567	100	286	100	86	100

#### 3.8.2 Applicants for Promotion 1 January 2020 – 31 December 2020 by Gender Identity

The statistics in the table below are provided in response to the following question: Have you ever

identified as a transgender person or as undergoing any part of the gender reassignment process?

GENDER IDENTITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes	0	0	0	0	0	0
No	550	99.28	215	99.08	72	100
Prefer Not to Say	4	0.72	2	0.92	0	0
Unknown	0	0	0	0	0	0
Total	554	100	217	100	72	100

#### 4. EMPLOYEES APPLYING FOR AND RECEIVING TRAINING

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

##### 4.1 Employees who applied for and received training during period 1 January 2019 – 31 December 2019

ETHNICITY	Number	Proportion (%)
White – Scottish	829	65.48
White - Other British	66	5.21
White – Irish	13	1.03
White - Gypsy/ Traveller		
White - Eastern European (e.g. Polish)	3	0.24
White - Other ethnic group	25	1.97
Any mixed or multiple ethnic group	6	0.47
Pakistani, Pakistani Scottish/British	4	0.32
Indian, Indian Scottish/British	1	0.08
Bangladeshi, Bangladeshi Scottish/British		
Chinese, Chinese Scottish/British		
Other Asian	1	0.08
African, African Scottish/British	1	0.08
Other African		
Caribbean, Caribbean Scottish/British	2	0.16
Black, Black Scottish/British		
Other Caribbean or Black		
Arab, Arab Scottish/British		
Other Arab		
Other		
Prefer not to say	282	22.27

Unknown	33	2.61
<b>SEX</b>	Number	Proportion (%)
Female	1096	86.57
Male	170	13.43
Unknown		
<b>DISABILITY</b>	Number	Proportion (%)
Number of Disabled Employees	24	1.90
<b>AGE</b>	Number	Proportion (%)
Under 21	1	0.08
21 - 30	215	16.98
31 - 40	288	22.75
41 - 50	342	27.01
51 - 60	343	27.09
61 plus	77	6.08
Unknown		

<b>SEXUAL ORIENTATION</b>	Number	Proportion (%)
Bisexual	1	0.08
Gay/Lesbian	19	1.50
Heterosexual/Straight	559	44.15
Prefer Not to Say	23	1.82
Unknown	664	52.45
<b>RELIGION OR BELIEF</b>	Number	Proportion (%)
Buddhist	1	0.08



Church of Scotland	88	6.95
Hindu		
Humanist	1	0.08
Jewish	1	0.08
Muslim	1	0.08
None	210	16.59
Other Christian	37	2.92
Other Religion/Belief	3	0.24
Pagan		
Roman Catholic	79	6.24
Sikh		
Prefer Not to Say	22	1.74
Unknown	823	65.01
<b>CARING RESPONSIBILITY</b>	Number	Proportion (%)
No	208	16.43
Yes (children under 18)	184	14.53
Yes (other)	20	1.58
Prefer Not to Say	3	0.24
Unknown	851	67.22
<b>GENDER IDENTITY</b>	Number	Proportion (%)
Yes		
No	206	16.27
Prefer Not to Say	3	0.24
Unknown	1057	83.49

#### 4.2 Employees who applied for and received training during period 1 January 2020 – 31 December 2020

ETHNICITY	Number	Proportion (%)
White – Scottish	147	58.57
White - Other British	11	4.38
White – Irish		
White - Gypsy/ Traveller		
White - Eastern European (e.g. Polish)		
White - Other ethnic group	5	1.99
Any mixed or multiple ethnic group	1	0.40
Pakistani, Pakistani Scottish/British		
Indian, Indian Scottish/British		
Bangladeshi, Bangladeshi Scottish/British		
Chinese, Chinese Scottish/British		
Other Asian		
African, African Scottish/British		
Other African		
Caribbean, Caribbean Scottish/British		
Black, Black Scottish/British		
Other Caribbean or Black		
Arab, Arab Scottish/British		
Other Arab		
Other	1	0.40
Prefer not to say	67	26.69
Unknown	19	7.57
SEX	Number	Proportion (%)
Female	235	93.63
Male	16	6.37

Unknown		
<b>DISABILITY</b>	Number	Proportion (%)
Number of Disabled Employees	5	1.99
<b>AGE</b>	Number	Proportion (%)
Under 21	1	0.40
21 - 30	33	13.15
31 - 40	52	20.72
41 - 50	76	30.28
51 - 60	71	28.29
61 plus	18	7.17
Unknown		
<b>SEXUAL ORIENTATION</b>	Number	Proportion (%)
Bisexual	2	0.80
Gay/Lesbian		
Heterosexual/Straight	98	39.04
Prefer Not to Say	3	1.20
Unknown	148	58.96

<b>RELIGION OR BELIEF</b>	Number	Proportion (%)
Buddhist		
Church of Scotland	19	7.57
Hindu		
Humanist		
Jewish		
Muslim		

None	38	15.14
Other Christian	7	2.79
Other Religion/Belief	2	0.80
Pagan		
Roman Catholic	11	4.38
Sikh		
Prefer Not to Say		
Unknown	174	69.32
<b>CARING RESPONSIBILITY</b>	Number	Proportion (%)
No	37	14.74
Yes (children under 18)	43	17.13
Yes (other)	12	4.78
Prefer Not to Say		
Unknown	159	63.35
<b>GENDER IDENTITY</b>	Number	Proportion (%)
Yes		
No	54	21.51
Prefer Not to Say	2	0.80
Unknown	195	77.69

## 5. GRIEVANCE, DISCIPLINE AND BULLYING & HARASSMENT

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

### 5.1 Grievance Procedures, Disciplinary Procedures and Bullying & Harassment Complaints for period 1 January 2019 – 31 December 2019

ETHNICITY	Grievance		Disciplinary		Bullying & Harassment	
	No.	%	No.	%	No.	%
White – Scottish	3	60.00	13	76.47	1	100
White - Other British						
White – Irish						
White - Gypsy/ Traveller						
White - Eastern European (e.g. Polish)						
White - Other ethnic group						
Any mixed or multiple ethnic group						
Pakistani, Pakistani Scottish/British						
Indian, Indian Scottish/British						
Bangladeshi, Bangladeshi Scottish/British						
Chinese, Chinese Scottish/British						
Other Asian						
African, African Scottish/British						
Other African						
Caribbean, Caribbean Scottish/British						
Black, Black Scottish/British						
Other Caribbean or Black						
Arab, Arab Scottish/British						
Other Arab						
Other						
Prefer not to say	1	20.00	4	23.53		

Unknown	1	20.00				
<b>SEX</b>	No.	%	No.	%	No.	%
Female	4	80.00	14	82.35		
Male	1	20.00	3	17.65	1	100
<b>DISABILITY</b>	No.	%	No.	%	No.	%
Number of Disabled Employees						
<b>AGE</b>	No.	%	No.	%	No.	%
Under 21						
21 – 30			3	17.65		
31 – 40			1	5.88	1	100
41 – 50	2	40.00	8	47.06		
51 – 60	3	60.00	5	29.41		
61 plus						

<b>SEXUAL ORIENTATION</b>	No.	%	No.	%	No.	%
Bisexual						
Gay/Lesbian						
Heterosexual/Straight			2	11.76		
Prefer Not to Say						
Unknown	5	100	15	88.24	1	100
<b>RELIGION OR BELIEF</b>	No.	%	No.	%	No.	%
Buddhist						
Church of Scotland	1	20.00	1	5.88		
Hindu						

Humanist						
Jewish						
Muslim						
None						
Other Christian						
Other Religion/Belief						
Pagan						
Roman Catholic			2	11.76		
Sikh						
Prefer Not to Say						
Unknown	4	80.00	14	82.35	1	100
<b>CARING RESPONSIBILITY</b>						
No			1	5.88		
Yes (children under 18)	1	20.00	1	5.88		
Yes (other)	1	20.00				
Prefer Not to Say						
Unknown	3	60.00	15	88.24	1	100
<b>GENDER IDENTITY</b>						
Yes						
No			1	5.88		
Prefer Not to Say						
Unknown	5	100	16	94.12	1	100

## 5.2 Grievance Procedures, Disciplinary Procedures and Bullying & Harassment Complaints for period 1 January 2020 – 31 December 2020

	Grievance		Disciplinary		Bullying & Harassment	
<b>ETHNICITY</b>	No.	%	No.	%	No.	%
White – Scottish			9	64.29		
White - Other British			1	7.14		
White – Irish						
White - Gypsy/ Traveller						
White - Eastern European (e.g. Polish)						
White - Other ethnic group						
Any mixed or multiple ethnic group						
Pakistani, Pakistani Scottish/British						
Indian, Indian Scottish/British						
Bangladeshi, Bangladeshi Scottish/British						
Chinese, Chinese Scottish/British						
Other Asian						
African, African Scottish/British						
Other African						
Caribbean, Caribbean Scottish/British						
Black, Black Scottish/British						
Other Caribbean or Black						
Arab, Arab Scottish/British						
Other Arab						
Other						
Prefer not to say			4	28.57		
Unknown						
<b>SEX</b>	No.	%	No.	%	No.	%



Female			11	78.57		
Male			3	21.43		
<b>DISABILITY</b>	No.	%	No.	%	No.	%
Number of Disabled Employees						
<b>AGE</b>	No.	%	No.	%	No.	%
Under 21						
21 – 30			1	7.14		
31 – 40			2	14.29		
41 – 50			2	14.29		
51 – 60			5	35.71		
61 plus			4	28.57		
<b>SEXUAL ORIENTATION</b>	No.	%	No.	%	No.	%
Bisexual						
Gay/Lesbian						
Heterosexual/Straight			1	7.14		
Prefer Not to Say						
Unknown			13	92.86		

<b>RELIGION OR BELIEF</b>	No.	%	No.	%	No.	%
Buddhist						
Church of Scotland						
Hindu						
Humanist						
Jewish						
Muslim						
None						
Other Christian						
Other Religion/Belief						
Pagan						
Roman Catholic			1	7.14		
Sikh						
Prefer Not to Say						
Unknown			13	92.86		
<b>CARING RESPONSIBILITY</b>						
No						
Yes (children under 18)			1	7.14		
Yes (other)			1	7.14		
Prefer Not to Say						
Unknown			12	85.71		
<b>GENDER IDENTITY</b>						
Yes						
No			1	7.14		
Prefer Not to Say						
Unknown			13	92.86		

## 6. EMPLOYEES LEAVING EMPLOYMENT

### 6.1 Employees leaving employment during period 1 January 2019 – 31 December 2019

ETHNICITY	Number	Proportion (%)
White – Scottish	213	63.77
White - Other British	25	7.49
White – Irish	4	1.20
White - Gypsy/ Traveller		
White - Eastern European (e.g. Polish)	1	0.30
White - Other ethnic group	14	4.19
Any mixed or multiple ethnic group	3	0.90
Pakistani, Pakistani Scottish/British	1	0.30
Indian, Indian Scottish/British		
Bangladeshi, Bangladeshi Scottish/British		
Chinese, Chinese Scottish/British		
Other Asian		
African, African Scottish/British	1	0.30
Other African		
Caribbean, Caribbean Scottish/British		
Black, Black Scottish/British		
Other Caribbean or Black		
Arab, Arab Scottish/British		
Other Arab		
Other		
Prefer not to say	61	18.26
Unknown	11	3.29
SEX	Number	Proportion (%)
Female	264	79.04

<b>ETHNICITY</b>	Number	Proportion (%)
Male	70	20.96
<b>DISABILITY</b>	Number	Proportion (%)
Number of Disabled Employees	8	2.40
<b>AGE</b>	Number	Proportion (%)
Under 21	3	0.90
21 – 30	75	22.46
31 – 40	59	17.66
41 – 50	71	21.26
51 – 60	62	18.56
61 plus	64	19.16
<b>SEXUAL ORIENTATION</b>	Number	Proportion (%)
Bisexual	4	1.20
Gay/Lesbian	6	1.80
Heterosexual	148	44.31
Prefer Not to Say	7	2.10
Other		
Unknown	169	50.60

<b>RELIGION OR BELIEF</b>	Number	Proportion (%)
Buddhist	1	0.30
Church of Scotland	24	7.19
Hindu		
Humanist		
Jewish	1	0.30

Muslim	1	0.30
None	53	15.87
Other Christian	16	4.79
Other Religion/Belief		
Pagan		
Roman Catholic	23	6.89
Sikh		
Prefer Not to Say	5	1.50
Unknown	210	62.87
<b>CARING RESPONSIBILITY</b>	Number	Proportion (%)
No	64	19.16
Yes (children under 18)	29	8.68
Yes (other)	4	1.20
Prefer Not to Say	1	0.30
Unknown	236	70.66
<b>GENDER IDENTITY</b>	Number	Proportion (%)
Yes		
No	43	12.87
Prefer Not to Say		
Unknown	291	87.13

## 6.2 Employees leaving employment during period 1 January 2020 – 31 December 2020

ETHNICITY	Number	Proportion (%)
White – Scottish	160	59.48
White - Other British	17	6.32
White – Irish	4	1.49
White - Gypsy/ Traveller		
White - Eastern European (e.g. Polish)	2	0.74
White - Other ethnic group	5	1.86
Any mixed or multiple ethnic group		
Pakistani, Pakistani Scottish/British		
Indian, Indian Scottish/British	2	0.74
Bangladeshi, Bangladeshi Scottish/British		
Chinese, Chinese Scottish/British		
Other Asian		
African, African Scottish/British		
Other African		
Caribbean, Caribbean Scottish/British		
Black, Black Scottish/British		
Other Caribbean or Black		
Arab, Arab Scottish/British		
Other Arab		
Other		
Prefer not to say	51	18.96
Unknown	28	10.41
SEX	Number	Proportion (%)
Female	238	88.48
Male	31	11.52

<b>ETHNICITY</b>	Number	Proportion (%)
<b>DISABILITY</b>	Number	Proportion (%)
Number of Disabled Employees	1	0.37
<b>AGE</b>	Number	Proportion (%)
Under 21	2	0.74
21 – 30	43	15.99
31 – 40	66	24.54
41 – 50	43	15.99
51 – 60	70	26.02
61 plus	45	16.73
<b>SEXUAL ORIENTATION</b>	Number	Proportion (%)
Bisexual		
Gay/Lesbian	1	0.37
Heterosexual	33	12.27
Prefer Not to Say		
Other		
Unknown	235	87.36

<b>RELIGION OR BELIEF</b>	Number	Proportion (%)
Buddhist		
Church of Scotland	5	1.86
Hindu		
Humanist		
Jewish		
Muslim		
None	13	4.83

Other Christian	1	0.37
Other Religion/Belief		
Pagan		
Roman Catholic	5	1.86
Sikh	1	0.37
Prefer Not to Say	3	1.12
Unknown	241	89.59
<b>CARING RESPONSIBILITY</b>	Number	Proportion (%)
No	9	3.35
Yes (children under 18)	5	1.86
Yes (other)		
Prefer Not to Say		
Unknown	255	94.80
<b>GENDER IDENTITY</b>	Number	Proportion (%)
Yes		
No	17	6.32
Prefer Not to Say		
Unknown	252	93.68



### 6.3 Reasons for leaving during period 1 January 2019 – 31 December 2019

	Deceased	Dismissed - capability	Dismissed – misconduct	ERVS	End of Contract	Ill Health Retirement	Leaving Area	Other Employment	Other reasons not disclosed	Personal Reasons	Redundancy	Retirement	Totals
<b>ETHNICITY</b>													
White Scottish	3	3	1	7	22	6	6	79	18	22	3	43	213
White Other British		2			5			7	1	4		6	25
White Irish							1	2		1			4
White Gypsy/Traveller													
White Eastern European								1					1
White Other Ethnic Group					1		2	5		4		2	14
Any Mixed or Multiple ethnic group					2			1					3
Pakistani, Pakistani					1								1

Scottish/British													
Indian, Indian Scottish/British													
Bangladeshi, Bangladeshi Scottish/British													
Chinese, Chinese Scottish/British													
Other Asian													
African, African Scottish/British								1					1
Other African													
Caribbean, Caribbean Scottish/British													
Black, Black Scottish/British													
Other Caribbean or Black													
Arab, Arab Scottish or Arab British													
Other Arab													
Other													

Prefer not to say		2			4	2	1	23	9	11		9	61
Unknown					1		1	5	2	2			11
	Deceased	Dismissed - capability	Dismissed – misconduct	ERVS	End of Contract	Ill Health Retirement	Leaving Area	Other Employment	Other reasons not disclosed	Personal Reasons	Redundancy	Retirement	Totals
<b>SEX</b>													
Female	3	7	1	6	25	7	10	90	27	37	3	48	264
Male				1	11	1	1	34	3	7		12	70
<b>DISABILITY</b>													
Number of Disabled Employees					3	1		2	1			1	8
<b>AGE</b>													
Under 21					3								3
21 – 30					22		7	32	9	5			75
31 – 40					2		3	40	3	11			59
41 – 50	2	3			3	2	1	39	6	15			71

51 – 60	1	2		5	4	4		12	8	10	2	14	62
61 plus		2	1	2	2	2		1	4	3	1	46	64
<b>SEXUAL ORIENTATION</b>													
Bisexual					2			1		1			4
Gay/Lesbian					1			5					6
Heterosexual/Straight	2				28	1	8	70	12	20		7	148
Prefer Not to Say					1			3		1	1	1	7
Unknown	3	5	1	7	4	7	3	45	18	22	2	52	169
<b>RELIGION/BELIEF</b>													
Buddhist		1											1
Church of Scotland					7		1	7		5		4	24
Hindu													
Humanist													
Jewish								1					1
Muslim					1								1
None					12		4	20	7	8		2	53
Other Christian					2	1	2	9		2			16
Other Religion/Belief													
Pagan													
Roman Catholic					6	1		12	1	3			23
Sikh													

Prefer Not to Say					1			3			1		5
Unknown	3	6	1	7	7	6	4	72	22	26	2	54	210

	Deceased	Dismissed - capability	Dismissed – misconduct	ERVS	End of Contract	Ill Health Retirement	Leaving Area	Other Employment	Other reasons not disclosed	Personal Reasons	Redundancy	Retirement	Totals
<b>CARING RESPONSIBILITY</b>													
No					22		4	29	3	4		2	64
Yes (children under 18)					4	1		9	3	10		2	29
Yes (other)					1			1				2	4
Prefer Not to Say											1		1
Unknown	3	7	1	7	9	7	7	85	24	30	2	54	236
<b>GENDER IDENTITY</b>													
Yes													
No					19		2	9	4	7		2	43

Prefer Not to Say													
Unknown	3	7	1	7	17	8	9	115	26	37	3	58	291

## 6.2 Reasons for leaving during period 1 January 2020 – 31 December 2020

	Deceased	Dismissed - capability	Dismissed – misconduct	ERVS	End of Contract	Ill Health Retirement	Leaving Area	Other Employment	Other reasons not disclosed	Personal Reasons	Redundancy	Retirement	Totals
<b>ETHNICITY</b>													
White Scottish	1	1	1	1	6	6	7	52	35	4		46	160
White Other British					2		2	6	2	1		4	17
White Irish								2	1			1	4
White Gypsy/Travel ler													
White Eastern European									2				2
White Other Ethnic Group	1								2	1		1	5

Any Mixed or Multiple ethnic group													
Pakistani, Pakistani Scottish/British													
Indian, Indian Scottish/British								1	1				2
Bangladeshi, Bangladeshi Scottish/British													
Chinese, Chinese Scottish/British													
Other Asian													
African, African Scottish/British													
Other African													
Caribbean, Caribbean Scottish/British													
Black, Black Scottish/British													
Other Caribbean or Black													
Arab, Arab Scottish or Arab British													
Other Arab													

Other													
Prefer not to say				1	1		3	22	13			11	51
Unknown					4		2	15	6			1	28
	Deceased	Dismissed - capability	Dismissed – misconduct	ERVS	End of Contract	Ill Health Retirement	Leaving Area	Other Employment	Other reasons not disclosed	Personal Reasons	Redundancy	Retirement	Totals
<b>SEX</b>													
Female	1	1		2	12	5	13	83	57	6		58	238
Male	1		1		1	1	1	15	5			6	31
<b>DISABILITY</b>													
Number of Disabled Employees							1						1
<b>AGE</b>													
Under 21					2								2
21 – 30					3		3	30	6	1			43
31 – 40			1		2		5	37	20	1			66



41 – 50	1	1			3	1	5	20	11	1			43
51 – 60	1				1	4		9	17	3		35	70
61 plus				2	2	1	1	2	8			29	45
<b>SEXUAL ORIENTATION</b>													
Bisexual													
Gay/Lesbian							1						1
Heterosexual/Straight					4		3	13	9	4			33
Prefer Not to Say													
Unknown	2	1	1	2	9	6	10	85	53	2		64	235
<b>RELIGION/BELIEF</b>													
Buddhist													
Church of Scotland					2			1	2				5
Hindu													
Humanist													
Jewish													
Muslim													
None					2		2	5	4				13
Other Christian							1						1
Other Religion/Belief													
Pagan													
Roman Catholic								2	1	2			5
Sikh									1				1

Prefer Not to Say								1	1	1			3
Unknown	2	1	1	2	9	6	11	89	53	3		64	241

	Deceased	Dismissed - capability	Dismissed – misconduct	ERVS	End of Contract	Ill Health Retirement	Leaving Area	Other Employment	Other reasons not disclosed	Personal Reasons	Redundancy	Retirement	Totals
<b>CARING RESPONSIBILITY</b>													
No							2	4	1	2			9
Yes (children under 18)					1		1	2	1				5
Yes (other)													
Prefer Not to Say													
Unknown	2	1	1	2	12	6	11	92	60	4		64	255
<b>GENDER IDENTITY</b>													
Yes													
No					2		2	7	6				17
Prefer Not to Say													
Unknown	2	1	1	2	11	6	12	91	56	6		64	252



DATA LABEL: PUBLIC



**EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

**RELOCATION OF BEATLIE SCHOOL, LIVINGSTON**

**REPORT BY HEAD OF EDUCATION (LEARNING, POLICY AND RESOURCES)**

**A. PURPOSE OF REPORT**

To inform the Panel of the proposal to commence formal public consultation, to relocate Beatlie School to purpose built accommodation at a location to be agreed by Council Executive.

To present to Panel the draft consultation document prepared by West Lothian Council officers.

**B. RECOMMENDATION**

It is recommended that Panel note the proposal which is intended for submission to the Education Executive for consideration.

**C. SUMMARY OF IMPLICATIONS**

<b>I</b>	<b>Council Values</b>	Focusing on our customers' needs; being honest, open and accountable; making best use of our resources; working in partnership.
<b>II</b>	<b>Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	<p>The consultation does not change any existing policies.</p> <p>Legal</p> <p>The Local Government Etc. (Scotland) Act 1994. Education (Scotland) Act 1980 and related regulations. The Standards in Schools (Scotland) Act 2000. The School Education (Amendment) (Scotland) Act 2002 and School (Consultation) (Scotland) Act 2010. It is also necessary to consider primary and secondary school provision and catchment area arrangements in the context of the West Lothian Local Development Plan.</p>
<b>III</b>	<b>Implications for Scheme of Delegations to Officers</b>	None

<b>IV</b>	<b>Impact on performance and performance Indicators</b>	None
<b>V</b>	<b>Relevance to Single Outcome Agreement</b>	<p>Outcome 2: We are better educated and have access to increased and better-quality learning and employment opportunities.</p> <p>Outcome 3: Our economy is diverse and dynamic, and West Lothian is an attractive place for doing business.</p>
<b>VI</b>	<b>Resources - (Financial, Staffing and Property)</b>	<p>Financial resources required are for printing and postage, costs associated with public meetings, for advertisements for the public meetings and for dedicated staff time required for this process.</p> <p>Capital budget provision of £13m has been included in the Capital Programme specifically allocated for the proposed relocation of Beatlie School Campus.</p>
<b>VII</b>	<b>Consideration at PDSP</b>	4 May 2021
<b>VIII</b>	<b>Other consultations</b>	<p>Finance and Property Services, Operational Services, Planning Economic Development and Regeneration Services, Legal Services.</p> <p>Formal consultations involve Parent Councils, parent/carers, pupils, staff and trade unions at affected schools. Community Councils within the catchment areas of the affected schools will also be consulted.</p>

#### **D. TERMS OF REPORT**

Beatlie School is an all-through establishment for children with a range of additional support needs related to complex educational and profound medical needs. There is also an early year's nursery provision. The school is currently located within a former primary school building, built in 1966, offering limited flexibility and accessible circulation space.

The NHS Child Development Centre is also located within the Beatlie School Campus and provides assessment and support facilities for families across West Lothian. NHS Lothian have made a commitment to be relocated to the new purpose-built facility.

West Lothian Council Education Service has reviewed the condition, suitability and capacities of existing property assets, to establish feasible modification and relocation options to inform decisions on future service delivery.

The outcome of this investigation was the recognition that there was a need to consider options for relocation of Beatlie School related to (i) existing property

asset performance and (ii) the delivery of a single all-through education establishment for pupils with a range of additional support needs related to complex educational and profound medical needs.

On evaluation of existing school estates and review of available land within the Authority a number of options for the relocation of Beatlie School and are to be considered by Council Executive:

For each of the proposed options advantages and disadvantages were considered and were categorised on the following basis:

1. Education Service Delivery Requirements
2. Planning and Design Considerations
3. Construction and Property Management Considerations

Key determinants for preferred site selection are:

- A flat site located within Livingston.
- Of sufficient footprint to co-locate Beatlie School and the NHS Child Development Centre.
- To allow for the main facade to be positioned in the optimum orientation for fabric thermal performance.
- West Lothian Council's duty and commitment to best value by maintaining regard to quality and cost.

## **E. CONCLUSION**

Delivery of a new purpose-built facility on a preferred site to be agreed at Council Executive will allow relocation of the existing Beatlie School and NHS Child Development Centre. The preferred site will be identified in the consultation documents following agreement by Council Executive.

## **F. BACKGROUND REFERENCES**

Schools (Consultation) (Scotland) Act 2010

Appendices/Attachments:

- Appendix A: Draft Consultation Paper
- Appendix B: Draft Timeline

Contact Person(s):

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***James Cameron, Head of Education (Learning, Policy and Resources)***

Date of meeting: 4 May 2021

**APPENDIX A**

**WEST LOTHIAN COUNCIL  
EDUCATION SERVICES CONSULTATION  
RELOCATION OF BEATLIE SCHOOL, LIVINGSTON  
CONSULTATION DOCUMENT  
MAY 2021**

**SECTION 1: Purpose of this Document**

**SECTION 2: The Proposal**

**SECTION 3: The Educational Benefit Statement**

**SECTION 4: Integrated Impact Assessment**

**SECTION 5: Consultation Process and How To Have Your Say**



## **SECTION 1: PURPOSE OF THE DOCUMENT**

The purpose of this document is to give information on:

- West Lothian Council's proposal to relocate Beattie School, Livingston, as part of the Council's continuing commitment to ensure equitable, quality and sustainable provision for pupils with additional support needs;
- The educational benefits to be gained through the implementation of this proposal; and
- How you can give your views and take part in the consultation process.

West Lothian Council believes that thorough and effective consultation will support better outcomes for pupils and their families and will enable the vast majority of pupils with severe, complex and medical needs to be educated within West Lothian with tailored support to meet their needs.

Public consultations are necessary when a local authority is proposing to make a significant change to its school estate, in this case the relocation of a school. To carry out a public consultation West Lothian Council requires to follow the statutory guidance outlined in the Schools (Consultation) (Scotland) Act 2010. With this in mind, this document is further organised into the following sections:

**Section 2** details the proposal and gives the background and rationale.

**Section 3** contains the educational benefits statement in relation to the proposal and provides an assessment of the effects of this proposal on the children/young people and their families of the affected schools.

**Section 4** provides information on the Integrated Impact Assessment undertaken in reference to the proposal. An Integrated Impact Assessment (IIA) is undertaken to ensure that the Council meets its statutory requirement to assess policies and practices and ensure that they meet the legislative requirements in relation to its equality, human rights and socioeconomic obligations.

**Section 5** details how West Lothian Council has organised the consultation process to meet the requirements of the legislation and how you can take part and give your views.

## **SECTION 2: PROPOSAL AND BACKGROUND TO THE PROPOSAL**

### **2.1. THE PROPOSAL: - TO RELOCATE BEATLIE SCHOOL, LIVINGSTON**

West Lothian Council, Education Services proposes to relocate Beatlie School, Livingston to a new all-through educational facility on a site agreed at Council Executive.

In addition, the NHS Child Development Centre currently located within the existing Beatlie School and providing support facilities for young people across West Lothian will also be relocated to the new purpose-built facility.

West Lothian Council do not foresee any impact to the existing Beatlie School roll capacity as a result of implementation of this proposal.

Education authorities have a statutory duty in terms of the Education (Scotland) Act 1980 to make adequate and efficient provision of school education across their area. This duty applies in respect of both the current school population and anticipated pattern of demand.

Furthermore, the Standards in Scotland's Schools Act 2000 details the education authority has a duty to provide every child or young person an education aimed at developing their personality, talents, mental and physical abilities to their fullest potential. To this regard, West Lothian Council has a duty to provide support to children and young people who have additional needs which may cause a barrier to their learning. Most pupils who experience barriers to learning can be supported in their mainstream school with specialist intervention, staff training and/or direct support. However, a number of pupils require more intensive support with specialised education and care. This is provided within specialist educational establishments and is in line with the Council's commitment to promoting fairness and equality.

West Lothian Council wishes to optimise the educational experience for every pupil by providing the best possible education which meets the need of all learners. The relocation of Beatlie School from the current building at Craigshill, Livingston to a new purpose-built facility at a site also within Livingston and to be agreed at Education Executive will create a single inspiring learning environment for existing and future pupils with a range of additional support needs related to complex educational and profound medical needs.

### **2.2 BACKGROUND TO THE PROPOSAL**

West Lothian Council undertook public consultation regarding Additional Support Needs (ASN) provision during 2013 to 2015. Extensive consultation with stakeholders took place and contributions provided valuable feedback on the requirements for future provision.

Subsequent investigations were initiated by West Lothian Council Education Services into reviewing the condition, suitability and capacities of the existing ASN properties, establishing feasible modification and relocation options to inform decisions on future delivery.

The outcome of these investigations was the recognition that there was a need to consider options for relocation of Beatlie School related to (i) existing property asset

performance and (ii) the delivery of a single all-through education establishment for pupils with a range of additional support needs related to complex educational and profound medical needs.

West Lothian Council offers a range of specialist establishments within the ASN School Estate. Each special school has a clear purpose that caters for the specific need of the child or young person attending. Beatlie School, having embedded excellent support to those pupils with a range of additional support needs related to complex educational and profound medical needs is in an excellent position to continue to facilitate this dedicated approach.

## **2.3 SITE LOCATION**

The proposal by Council officers is the relocation of Beatlie School along with the NHS Child Development Centre to a new purpose-built accommodation on a site agreed at Council Executive.

Key determinants considered during the site assessment process were:

- Review of existing property assets within West Lothian with the main focus being delivery of an efficient, sustainable specialist school.
- Of sufficient footprint to co-locate Beatlie School and NHS Child Development Centre.
- To allow for the main facade to be positioned in the optimum orientation for fabric thermal performance.
- Preference for the new Beatlie School to be located on a flat site.
- West Lothian Council's duty and commitment to best value by maintaining regard to quality and cost.

Initial design plans show future accommodation can incorporate the required functions for the delivery of nursery and all-through education in a personalised specialist environment as well as NHS Child Development Centre requirements.

Should the proposal be agreed on completion of proposed works, the newly constructed Beatlie School will deliver 6 class bases with an additional, 2 general purpose spaces, hydrotherapy pool, rebound therapy, soft play room, sensory room and a multi-purpose hall with dining.

In addition, NHS Child Development Centre will comprise clinical assessment rooms, soft play, public waiting area and offices.

Intended delivery of proposed facilities and relocation of Beatlie School is August 2023.

## **2.4 ADMISSION CRITERIA**

There will be no amendment to criteria for admission to specialist provision in West Lothian as a result of this consultation exercise.

Admission will continue to be in accordance with West Lothian Council's current admission arrangements for specialist provision, details of which are detailed via the attached link [West Lothian Council Admission to Specialist Provision Policy](#)

## **2.5 SCHOOL CATCHMENT AREA**

Specialist provision (special schools and classes) are managed by West Lothian Council and have a single catchment area covering the whole of West Lothian. There will be no amendment to the current catchment arrangements for specialist provision as a result of this proposal.

## **2.6 NON-DENOMINATIONAL EDUCATION PROVISIONS**

All specialist education establishments in West Lothian are non-denominational therefore the provisions offered to children and young people at Beatlie School are not affiliated to a particular religious denomination.

### **SECTION 3: THE EDUCATIONAL BENEFIT STATEMENT**

The current proposal if agreed and implemented would result in the relocation of Beatlie School providing additional support for children aged 3 to 18 years with a range of additional support needs related to complex educational and profound medical needs.

The specific educational benefits of the proposal are outlined below in terms of the following:

- 3.1 Curriculum for Excellence
- 3.2 Transition
- 3.3 Transport
- 3.4 School Management
- 3.5 Staff Teams
- 3.6 Accommodation
- 3.7 School Grounds/ Outdoor Learning
- 3.8 Recreational Area
- 3.9 Community Links

## **3.1 CURRICULUM FOR EXCELLENCE**

The curriculum for pupils with a range of additional support needs related to complex educational and profound medical needs is based on the same principles as all educational establishments across West Lothian. Design of the curriculum, taking cognisance of these principles will depend on the nature and complexity of the needs of the children and young people.

Education Scotland has produced a set of milestones with accompanying guidance to specifically support learners with complex additional support needs. The aim of the milestones is to support practitioners to identify the progression of learning.

Progression can be achieved through a well-planned, joint and individualised learning programme. In Beatlie School, staff will develop and refresh the curriculum on a regular basis and manage curriculum change and innovation to improve the range and quality of experiences and outcomes for children and young people and ensure delivery of curriculum entitlements.

The proposed relocation of Beatlie School will enhance full and progressive

participation in the curriculum and will support a clear strategy to provide entitlement to a broad general education and senior phase education.

As an additional support needs all-through provision, Beatlie School will be well placed to ensure that the pupils experience challenge and progression through consistent, well-planned teaching which is flexible and responsive to distinctive geographical, cultural, social and special needs contexts.

Many learners with complex additional support needs will require the use of special equipment and approaches to help them with progression. This includes learners who are likely to have a range of communication and physical needs.

Some learners with complex additional support needs have limited or no verbal language. Therefore, practitioners will employ a range of strategies to support and enable understanding and communication. Use of on-body and/or manual signing, sensory cues, objects of reference, song signifiers, and visual supports such as photographs and symbols can enable learners to understand and anticipate.

Additionally, many learners will use Voice Output Communication Aid devices (VOCA) for expressive communication. Learners with complex needs will access these devices in a number of ways: through touch screens, assistive switches or eye tracker units. A range of devices will be made available throughout the new Beatlie School.

Learners with physical needs may range from those who have very limited mobility and require an extensive range of physical supports to those who have some difficulties within a particular area such as head or hand control. Support for physical needs is likely to include a wide variety of equipment or approaches to enable learners to access the curriculum and make progress. Examples might include a supportive seat which would allow a child or young person to maintain a position which will in some instances support more independent hand function, or a walking aid to allow them to travel in different ways. Allied Health Professionals and other agencies will be able to advise on the most appropriate equipment that is required to support learners.

It is likely in many cases that the achievement of a milestone may require such specialist equipment or approaches to support progression.

### **3.2 TRANSITION**

West Lothian Council will endeavour to maintain effective straightforward transition for all pupils progressing through the key stages of their education.

A key benefit of the all-through school approach is that Beatlie School will continue to adopt individualised transition programmes ensuring movement between year stages is a positive and seamless process for the children and young people involved.

Furthermore, pupils at Beatlie School will benefit from having the opportunity to continue their educational pathway in a supportive and familiar setting with minimal disruption.

### **3.3 TRANSPORT**

The school transport provisions currently in place for pupils attending Beatlie School will remain. No alterations to existing entitlements and schedule of provisions are anticipated as a result of the proposal. All provisions offered will continue to be in conjunction with West Lothian Council's policy on transport.

[West Lothian Council Transport Policy Additional Support Needs Provisions](#)

### **3.4 SCHOOL MANAGEMENT**

Should the proposal be agreed and implemented Beatlie School will continue to be managed by the schools current Head Teacher who will have responsibility for the day-to-day operational management of the school.

Any changes to staffing and management structures would be taken forward in line with national staffing guidelines.

### **3.5 STAFF TEAMS**

An effective staff team will be in place to ensure that the learning and care needs of pupils can be fully met. Teachers and support staff work together to meet the needs of pupils and to help them to learn.

It is not anticipated that there would be implications for any staff currently employed at Beatlie School as a result of this proposal. Current staffing levels would be maintained or enhanced to meet the needs of children and young people appropriately.

Agencies and partners will continue to work closely together to support and inform the planning process for learners. This involves a range of agencies and staff to meet the individual needs of each child. These include:

- Educational Psychology
- School Community Paediatrician
- School Nurse
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy

Within an all-through school of Beatlie School there would be scope for the establishment of a stable and unified team of specialist staff and learning support assistants working closely with professionals from NHS Lothian, Social Policy and family services. For many children the continuum of care and support is more important than the chronological age of the pupil concerned and there are obvious advantages in prolonging the relationships, between teachers and other adults with support roles. This continuity enables more positive relationships among school staff and stronger links with parents and the local community. Families and their children can maintain relationships with the school and other agencies and professionals, and parents can become more involved and remain better informed. The all-through school structure, therefore, would appear better able to extend opportunities for parental and community engagement and to promote continuity of teaching and support provision.

By providing specialist staff and quality facilities and resources, the proposal aims to enhance provision for pupils with complex educational needs and profound medical needs, ensuring they are well supported in their education and in their social and emotional wellbeing. All through schools enable greater opportunity for collaboration between staff on curriculum development, learning and teaching, and professional development. Such professional dialogue can take place across stages within the primary and continue the secondary stages.

### **3.6 ACCOMMODATION**

West Lothian Council believe that the requirements of pupils with a range of additional support needs related to complex educational needs and profound medical needs are best met in a facility designed specifically to support the nature of their needs.

Future accommodation at Beatlie School will be compliant with the Council's obligations under the Equality Act 2010, fully accessible, specially built and equipped with modern solutions to meet the learning and care needs of pupils and will provide opportunities for a wide range of learning experiences in line with Curriculum for Excellence.

Facilities would enable pupils to have full time placements to fulfil their entitlements to a broad, general education and senior phase education within a highly supportive environment.

The new school will include the most up to date assistive technology products which will be designed to help facilitate greater independence for wheelchair users to explore their surroundings, by increasing, maintaining or improving their functional capabilities.

Beatlie School will include meeting rooms to support partnership working with families, multi-agency partners and community partners. Dedicated teaching areas, in addition to small class sizes with a high staff to pupil ratio, will allow staff to plan flexibly to meet pupil needs.

In summary the pupils and parents of Beatlie School will have access to an educational establishment which will provide a high level of support relevant to meeting the needs of all pupils attending the specialist provision with a range of additional support needs related to complex educational needs and profound medical needs

### **3.7 OUTDOOR LEARNING**

For all children, outdoor learning is an integral feature of their education. On a programmed basis, pupils will be given regular opportunities to take their education outdoors into the local community and further afield.

At Beatlie School, the accessibility of the outdoor space is of prime importance and it will be designed to allow young people of all abilities to participate in learning, play and wellbeing experiences offered by quality landscape design.

The proposed relocation of Beatlie School will provide the benefit of continued access to safe outdoor spaces that the pupils and staff are familiar with. This will enable learning to take place outside and not only in the formal classroom setting.

### **3.8 RECREATIONAL AREA**

The recreational facilities available to pupils at the new Beatlie School site will promote social interaction and health and wellbeing and in order to maximise the opportunities for health promotion, all available space will be well utilised, with recreational space being promoted, as appropriate, as an extension to the formal classroom.

Recreational spaces would be created as safe areas to deliver a variety of activities relevant to all pupil ages. Further design of the recreational area will be taken forward in consultation with staff and pupils.

### **3.9 COMMUNITY LINKS**

The relocation of Beatlie School will enable pupils to build upon and further benefit from existing strong community links.

Beatlie School has a wide range of existing strong community links including:

- The local Craigshill Community
- Almondbank Library
- Hearts & Minds Charity
- RDA Horse Riding

Strong community links facilitates the promotion of a wide range of skills, provides opportunities for new skills to be applied in real life contexts and enables learning to take place in the outside world as well as in the formal classroom.

## **SECTION 4: INTEGRATED IMPACT ASSESSMENT**

To meet statutory equality duties, the Council conducts an Integrated Impact Assessment (IIA) to critically assess policies and practices and ensure compliance with all legislative requirements.

The aim of an IIA is to examine policies and practices in a structured way taking account of equality, human rights and socioeconomic disadvantage (poverty) implications when making decisions, ensuring the impact within the community is recognised and addressed accordingly.

IIA screening is completed using the Council's Integrated Impact Assessment Toolkit and allows the Authority to recognise positive steps it can take to promote fairness and equality of opportunity for all.

As part of the consultation process the Council will consult with a wide range of stakeholders, staff, parents/carers and young people and will welcome and address comments on the IIA process.

The outcome of the Integrated Impact Assessment will inform the Final Consultation Report and the Council's consideration of the proposed changes prior to reaching a decision on



whether they should be implemented.

## **SECTION 5: CONSULTATIONPROCESS: HAVE YOUR SAY**

This section provides information on how West Lothian Council has organised the consultation process for the proposal contained within this document. It also provides information on how you can take part and give your views

In terms of the Schools (Consultation)(Scotland) Act 2010, any proposal to relocate a school requires a formal consultation process.

The Schools (Consultation) (Scotland) Act 2010, as amended by the Children and Young People (Scotland) Act 2014, sets out the statutory consultation requirements.

The statutory consultees for a proposal to relocate a school are prescribed as follows:

- the Parent Council or Combined Parent Council of any affected school
- the parents of the pupils at any affected school
- the parents of any children expected by the education authority to attend any affected school within two years of the date of publication of the proposal paper
- the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity)
- the staff (teaching and other) at any affected school
- any trade union which appears to the education authority to be representative of the persons mentioned in bullet point above
- the community council (if any)
- the Community Planning Partnership (within the meaning of section 4(5) of the Community Empowerment (Scotland) Act 2015 for the area of the local authority in which affected school is situated.
- any other community planning partnerships considered relevant by the Authority.
- any other education authority that the education authority considers relevant
- any other users of any affected school that the education authority considers relevant
- in relation to any relevant proposal which affects a denominational school, the Church, Denominational Body or Scottish Hierarchy of the Roman Catholic Church

Council officers will be present at the public meetings to outline the proposals, facilitate discussions and answer questions.

The Consultation meetings will give interested parties a formal opportunity to express their views.

The consultation period will incorporate a period of 30 school days (excluding any school holiday) from **TBC** until **TBC**. This timescale adheres to the statutory consultation period for such circumstances which is a minimum of 6 consecutive weeks and include at least 30 school days.

The consultation paper will be made available electronically and in paper format.

Public meetings will be held in respect of the proposals at the venue listed below:

Time: TBC

Join Zoom Meeting

<https://TBC>

Meeting ID: TBC

Passcode: TBC

During the consultation period any views on this proposal should be sent in writing to the address given below:

Catherine Campbell, Education Project Officer, Education Services, Civic Centre, Howden Road South, EH54 6FF

Carol McDonald, ASN Manager, Education Services, Civic Centre, Howden Road South, EH54 6FF

James Cameron, Head of Education (Learning, Policy and Resources), Civic Centre, Howden Road South, EH54 6FF

Responses can also be made by e-mail to [Education.Consultation@westlothian.gov.uk](mailto:Education.Consultation@westlothian.gov.uk)

All interested parties are invited to submit their comments by close of business 5pm Friday TBC.

An on-line version of this document and other items related to the consultation can be found on the West Lothian Council website using this link:

[www.westlothian.gov.uk/Beattie-relocation-consultation](http://www.westlothian.gov.uk/Beattie-relocation-consultation)

### **Consultation Timeline:**

Following the end of the Consultation period West Lothian Council must provide Education Scotland with a report detailing all findings pertaining to the Consultation period.

All written and oral comments received during the Consultation process are recorded and represented in said report, along with the Council's response to those comments.

Education Scotland will consider the Council submission and advise their response accordingly.

West Lothian Council will ensure that considerations received from Education Scotland are included in the Final Consultation Report. This Final Report will be made available and notification will be given to those individuals or groups that have made representations during the consultation period.

West Lothian Council will not make any decision, or put any changes into effect, until the Final Consultation Report has been concluded, published and subsequently presented to the Education Executive.

**The above Consultation Time line encompasses statutory legislative requirements detailed as per Schools (Consultation) (Scotland) Act 2010.**

## **APPENDIX B**

### **DRAFT Statutory Consultation Timeline – Beattie Relocation**

<b>Date</b>	<b>Event</b>	<b>Description</b>
May 2021	Education PDSP Meeting	To seek Panel recommendation for submission to Education Executive on proposal to commence formal public consultation
May 2021	Education Executive Meeting	Meeting to discuss proposal and agree continuation to statutory consultation phase
TBC May 2020	Start of Consultation	Beginning of formal public consultation ( <b>min 6 continuous weeks consultation period including min of 30 school days</b> )
TBC June 2021	Public Meeting	Public Meetings to discuss proposal
TBC August 2021	End of Consultation	End of Public Consultation
TBC August 2021	Submit report to Education Scotland*Dates to be agreed in advance with Education Scotland	West Lothian Council Education Services relays report on proposal and consultation findings to Education Scotland
TBC October 2021	Deadline for Education Scotland three week period for reporting back to Education Services **Education Scotland do not include any schools holiday periods within their 3 week timeframe	Education Scotland response to West Lothian Council submission
TBC October 2021	Give Education Scotland at least 5 days notice prior to publishing final report	Upon receipt of response from Education Scotland and on consideration of previous consultation period representations, Authority will prepare and publish final consultation report
TBC October 2021	Publication of final consultation report	A minimum of three weeks <b>after</b> publication of consultation report Authority will make final decision
TBC November 2021	Education Executive Meeting	Decision made



DATA LABEL: PUBLIC



## **EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

### **SCHOOL SESSION DATES 2022/23**

### **REPORT BY HEAD OF EDUCATION (LEARNING, POLICY AND RESOURCES)**

#### **A. PURPOSE OF REPORT**

To inform the Policy Development and Scrutiny Panel of the proposed school session dates for 2022/23.

#### **B. RECOMMENDATION**

To note the proposed dates for submission to the Education Executive for consideration.

#### **C. SUMMARY OF IMPLICATIONS**

<b>I</b>	<b>Council Values</b>	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
<b>II</b>	<b>Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	The proposal conforms to Council practice regarding local holidays. There is a statutory requirement for schools to provide 190 teaching days for pupils. No environmental, health or risk issues have been identified.
<b>III</b>	<b>Implications for Scheme of Delegations to Officers</b>	None.
<b>IV</b>	<b>Impact on performance and performance Indicators</b>	The timing of school holidays is a factor in successful examination preparation and therefore may impact on Council attainment performance indicators.
<b>V</b>	<b>Relevance to Single Outcome Agreement</b>	The timing of school holidays is a factor in successful examination preparation and therefore may impact on Council attainment performance indicators.
<b>VI</b>	<b>Resources - (Financial, Staffing and Property)</b>	None.
<b>VII</b>	<b>Consideration at PDSP</b>	4 May 2021

## **VIII Other consultations**

West Lothian Parent Council Forum, Parent Councils, Headteachers, Operational Services, LNCT and Non-Teaching Union.

### **D. TERMS OF REPORT**

The proposed session dates are in line with the policy as agreed by the Education Executive at its meeting of 9 June 2015, following consultation with Parent Councils, Headteachers and the Local Negotiating Committee for Teachers (LNCT) that "The Spring Break shall start on the last Monday of March except where Easter would fall outwith this period, in which case the Council would consult on a suitable pattern of holidays to incorporate the Easter public holiday."

Appendix 1 lists the proposed school session dates for 2022/23. Appendix 2 shows these dates in a calendar format for ease of reference. The proposed session dates include a week off in February which is a change to previous years where this break has been shorter.

Appendix 3 shows the proposed session dates in those neighbouring authorities which have published dates so far for session 2022/23. Members should note that as usual these dates differ from each other, and so it will not be possible to set holiday which coincide with all neighbouring authorities. Some authorities have not yet published their dates for 2022/23.

Consultation has taken place with the LNCT and Non-Teaching Unions, Headteachers, Parent Councils and Operational Services.

A small number of responses were received to the consultation, as follows: -

"Deans Community High School Parent Council would like to suggest an adjustment to All break on Friday 23rd December 2022 - Resuming on Monday 9th January 2023. I think Students and Staff would appreciate more time prior to the Holidays to prepare and would further promote their Health and Wellbeing. If Schools were to break slightly earlier this could be adjusted in the January accordingly."

Linlithgow Bridge Primary School

"I've had a look through and these dates look like they fit in with when they would "normally" land so it looks good from me."

Bathgate Academy

"Most of our Parent Council support the dates for school session 2022/23."

The February week provides some consistency now across neighbouring Council Educational establishments and reflects historic parent council requests in previous consultation exercises.

The summer break remains at seven weeks so this will allow for infrastructure and IT projects to be carried out within this timeframe."

**E. CONCLUSION**

The panel is invited to consider the proposed session dates for 2022/23 and to provide comment prior to consideration by the Education Executive.

**F. BACKGROUND REFERENCES**

Education Executive of 9 June 2015.

Appendices/Attachments:

1. Proposed session dates for 2022/23.
2. Proposed session dates 2022/23 calendar format.
3. Neighbouring authorities' session dates.

Contact Person: Hannah Haywood, Customer Services Manager.

E-mail: [Hannah.haywood@westlothian.gov.uk](mailto:Hannah.haywood@westlothian.gov.uk)

**James Cameron, Head of Education (Learning, Policy and Resources)**

Date of meeting: 4 May 2021



# DRAFT SCHOOL SESSION DATES 2022/2023 (Appendix 1)

			STAFF WORKING DAYS	TEACHING DAYS
TERM 1				
<u>Return after Summer</u>	Staff resume Pupils resume	* Monday, 15 August 2022 Tuesday, 16 August 2022	24	23
<u>September Holiday</u>	All break Staff resume Pupils resume	Thursday, 15 September 2022 * Tuesday, 20 September 2022 Wednesday, 21 September 2022	14	13
<u>October Holiday</u>	All break Staff resume Pupils resume	Friday, 7 October 2022 * Tuesday, 18 October 2022 Wednesday, 19 October 2022	49	48
<u>Last day of term</u>	All break	Friday, 23 December 2022	87	84
TERM 2				
<u>Return after Christmas</u>	All resume	Monday, 9 January 2023	25	25
<u>February Holiday</u>	All break Staff resume Pupils resume	Friday, 10 February 2023 * Monday, 20 February 2023 Tuesday, 21 February 2023	30	29
<u>Last day of term</u>	All break	Friday, 31 March 2023	55	54
<b>Good Friday</b>	All off	Friday, 7 April 2023		
<b>Easter Monday</b>	All off	Monday, 10 April 2023		
TERM 3				
<u>Return after Easter</u>	All resume	Monday, 17 April 2023	10	10
<u>May Holiday</u>	All break	Friday, 28 April 2023		
<b>May Public Holiday</b>	All off All Staff resume Pupil resume	Monday, 1 May 2023 * Tuesday, 2 May 2023 Wednesday, 3 May 2023	43	42
1 day local holiday as detailed below #				
<u>Last day of term</u>		Friday, 30 June 2023	53	52



August 2022						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2022						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2022						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2022						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2022						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2023						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2023						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2023						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2023						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2023						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2023						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 2023						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						



= pupils on holiday



= pupils on holiday &amp; staff in-service



= public holiday - everybody off



= Linlithgow Marches (Linlithgow Schools only)



= Victoria Day



= Newlands Day (Bathgate Schools only)

**Neighbouring Authority Session Dates 2022/2023 (Pupils)**

<b>Council</b>	<b>Falkirk</b>	<b>Scottish Borders</b>	<b>Edinburgh</b>	<b>Mid Lothian</b>	<b>North Lanarkshire</b>	<b>South Lanarkshire</b>	<b>Glasgow</b>	<b>West Lothian (draft)</b>
<b>Start of Session</b>	16 Aug 22	17 Aug 22	Not available	Not available	Not available	Not available	Not available	16 August 22
<b>September</b>	12 Sep 22	N/A						16-18 September 22
<b>October</b>	10-21 Oct 22 25 Nov 22	10-17 Oct 22 28 Nov 22						10-18 October 22
<b>Christmas</b>	23 Dec 22 - 6 Jan 23	23 Dec 22 – 9 Jan 23						(Last teaching day of term Fri 23 Dec 22)  Hols 26 December 22 – 6 January 23
<b>February</b>	10 – 14 Feb 23	13-17 Feb 23						13-20 February 23
<b>Spring</b>	3-14 Apr 23	3-14 Apr 23						3-14 April 23
<b>Easter</b>	Good Friday 7 April 2023, Easter Monday 10 April 2023							
<b>May</b>	1 May 23	1-2 May 23						1-2 May 23  1 Local Holiday
<b>End of session</b>	Last day of term 29 Jun 23	Last day of term 29 Jun 23						Last day of term 30 June 23

DATA LABEL: PUBLIC



**EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

**EDUCATION SERVICES MANAGEMENT PLAN 2021/22**

**REPORT BY HEADS OF EDUCATION**

**A. PURPOSE OF REPORT**

To present the Education Services Management Plan for 2021/22 to the Education Panel.

**B. RECOMMENDATION**

It is recommended that the Panel note the Education Services Management Plan for 2021/22.

**C. SUMMARY OF IMPLICATIONS**

<b>I</b>	<b>Council Values</b>	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership.
<b>II</b>	<b>Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	The production of a management plan is a key feature of West Lothian Council's integrated performance management and improvement framework.
<b>III</b>	<b>Implications for Scheme of Delegations to Officers</b>	None.
<b>IV</b>	<b>Impact on performance and performance Indicators</b>	Improvement activities contained within the plan will contribute to improving performance.
<b>V</b>	<b>Relevance to Single Outcome Agreement</b>	<p>Our children have the best start in life and are ready to succeed.</p> <p>We are better educated and have access to increased and better quality learning and employment opportunities.</p> <p>We live in resilient, cohesive and safe communities.</p>

We live longer, healthier lives and have reduced health inequalities.

<b>VI</b>	<b>Resources - (Financial, Staffing and Property)</b>	As set out in the approved revenue budgets included within the plan.
<b>VII</b>	<b>Consideration at PDSP</b>	4 May 2021
<b>VIII</b>	<b>Other consultations</b>	Performance and Improvement Service.

#### **D. TERMS OF REPORT**

West Lothian Council has identified Management Plans as a key driver for the provision of excellent services. As such, they are collated and presented at the service group level. The Education Service is the collection of Schools and West Lothian Assessment Model (WLAM) service units under the responsibility of the Heads of Education (Learning, Policy and Resources) and Interim Head of Education (Primary) and Interim Head of Education (Secondary).

The plan provides an overview of: -

- The services and activities that Education Services provides;
- The aims and objectives of the service that are to be communicated to elected members, staff and partners;
- How success will be measured and the targets that are to be achieved;
- The improvement activities that the service is committed to completing in order to change or improve services.

The Management Plan will be utilised by the management team and stakeholders to assess and gauge performance and improvement. The measures, targets and initiatives of each plan are available for management, monitoring and reporting on the corporate performance management systems.

#### **E. CONCLUSION**

The Education Panel is asked to note the Education Services Management Plan for 2021/22.

#### **F. BACKGROUND REFERENCES**

None.

Appendices/Attachments:

- Education Services Management Plan for 2021/22

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James Cameron

**Head of Education (Learning, Policy and Resources)**

Catrina Hatch

**Interim Head of Education (Secondary)**

Greg Welsh

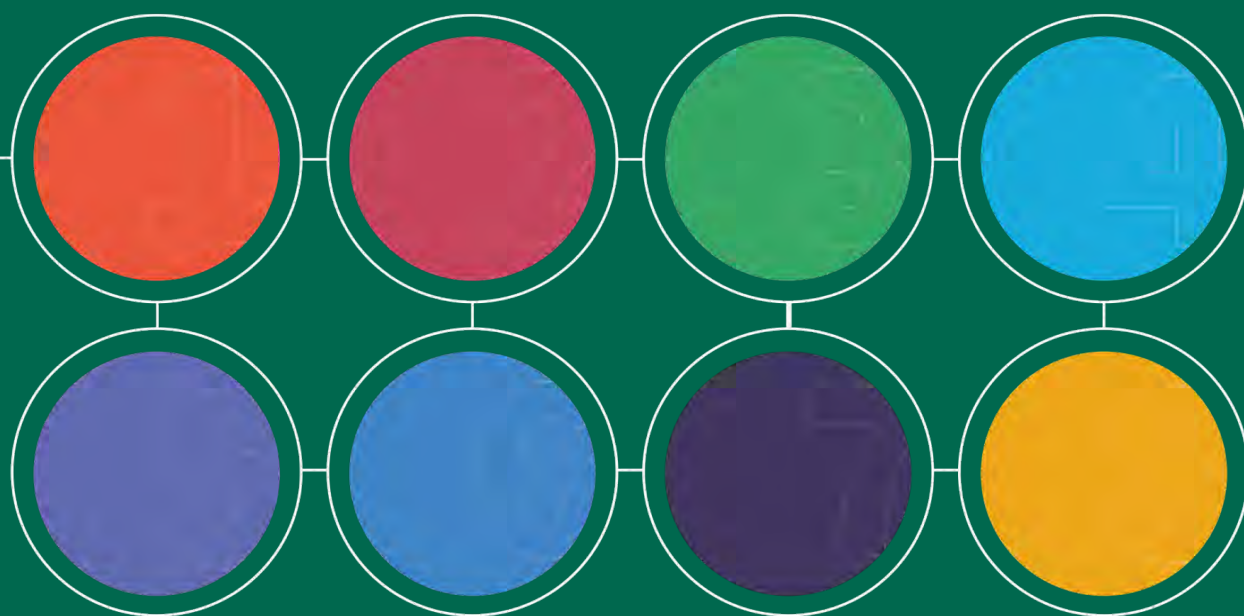
**Interim Head of Education (Primary)**

Date of meeting: 4 May 2021

Data label: OFFICIAL

# Education Services

## Management Plan 2021/22



# An introduction to the Management Plan from the Heads of Education Services

The Management Plan is a key planning document that will explain how the service will support in the delivery of the council's eight priorities in 2021/22

Through the provision of school based education and community learning Education Services is leading in the delivery of the council's strategic priority to improve attainment and positive destinations and is also delivering positive outcomes and early interventions for early years through the expansion of early learning and childcare.

In seeking to reduce the poverty-related attainment gap, the service is also making a long-term contribution to efforts to minimise poverty in West Lothian. This is supported through the provision of education maintenance allowance, clothing grants, free school meals and holiday lunches.

The service delivers positive outcomes on health through health programmes in schools, including tooth brushing and immunisations, delivery of curriculum for excellence and in the promotion of physical education, activity and sport in schools and the community.

Education Services is making a contribution to reducing crime and improving community safety via the delivery of the Divert and Prevent strategies, which aim to ensure young people do not become involved in serious criminal activity or become radicalised. The service also works with partners in health and the police to reduce drug use amongst young people, improving health and community safety outcomes.

**Corporate Priorities 2018/23** | The council re-committed to eight ambitious priorities following a large public consultation in 2017/18. We believe these priorities will continue to support improvement in the quality of life for everyone living, working and learning in West Lothian and will be the focus for council services, resources and staff in the next four years.



In support of the Corporate Plan 2018/23 and the eight priorities we will continue to strive to improve the quality and value of council services. As well as assuring effective governance and compliance, Education Services will maintain a clear focus on delivering Best Value, whilst empowering residents and stakeholders to have their say on how council services develop and transform.

This management plan sets out how the service will use its resources to deliver positive outcomes for West Lothian.



**James Cameron**  
Head of Service



**Catrina Hatch**  
Interim Head of Service



**Greg Welsh**  
Interim Head of Service

## Our services

The services that we will deliver through collaboration with our partners in 2021/22

Education Services delivers high quality education services to over 27,000 pupils and over 4,300 pre-school children. The constituent parts of the service are focused on the main priorities:

- ◆ Improving attainment and positive destinations
- ◆ Delivering positive outcomes and early interventions in the early years
- ◆ Improving outcomes in learning, equality, health and community safety for children, young people and the wider community

In the next three years Education Services will continue to deliver value adding activities, focusing on the following areas:

- ◆ Address the impact of the home learning period and remote learning period during the course of 2020/21.
- ◆ Continued year on year improvement in Senior Phase qualifications.
- ◆ Closing the equity gaps in attainment and achievement.
- ◆ Expanding early learning and childcare.
- ◆ Working through the Regional Improvement Collaborative to offer extended professional learning for staff.
- ◆ Empowerment of schools.
- ◆ Plan for and deliver new schools and services to meet the needs of the growing population, and children and young people with additional support needs.

### The key activities of the service are identified in the Management Plan

		Page
Schools	67 primary schools, 11 secondary schools, 65 early learning and childcare establishments and 5 schools specifically for support for additional learning needs deliver education services to over 276,000 pupils, and over 4,300 pre-school children.	14 – 22
Quality Improvement	The service supports the implementation of the council's Raising Attainment Strategy and the National Improvement Framework through direct support and challenge to schools, validated self-evaluation processes and rigorous use of performance data to continually improve outcomes for children and families.	23 – 30
Educational Psychology Service	The service is working to improve the well-being and educational outcomes of all children and young people in West Lothian through the application of psychology, working directly with children and their families, schools and partners to improve educational and mental health and well-being outcomes.	31 – 35
Additional Support Needs (ASN) Service	The service supports schools in improving the delivery of education provision, learning experiences and opportunities for children and young people with additional support needs across the curriculum in every educational context and setting, enabling all pupils to achieve at their highest potential.	36 – 42
Strategic Resources	The service supports schools and delivery of education services through application of effective resource planning and management. This includes workforce planning, asset management and a range of compliance matters. The service also delivers, art, culture, instrumental music and sport services.	43 – 54
Learning, Policy and Performance	The service supports schools and delivery of education through policy advice and efficient allocation of financial resources. This includes pupil placement and customer services, and holiday lunches. The service also delivers community learning and development.	55 – 64
	Developing the Management Plan and reporting progress	65 – 67
	Education Services Scorecard 2021/22	68 – 69



# Supporting the delivery of Council priorities

The service will support the delivery of the Council's Corporate Plan priorities and strategies

The service will make a meaningful and measurable contribution to the delivery of the Council's Corporate Plan 2018/23. The service's key processes are aligned to the Corporate Plan priorities/enablers and deliverables in the following table.

Alignment with Corporate Priorities / Enablers					
Council priority / enabler	Deliverable	Education Services key activities / processes	Indicator(s)	2020/21 Performance	2021/22 Target
1. Improving attainment and positive destinations	(P1.1) Improving the quality of learning, teaching and assessment to ensure all learners experience motivating, engaging, well-planned and differentiated learning opportunities that maximise attainment and achievement.	<ul style="list-style-type: none"> <li>Head Teachers, supported by leadership teams, align all school and cluster improvement activities with national and local priorities.</li> <li>Through an Improvement Methodology model, senior and middle school leaders drive improvements in learning, teaching and assessment across all schools.</li> <li>Analyse all schools' self-evaluations against national QIs using relevant evidence from revised VSE approaches and one to one support and challenge engagement to assess how well school improvements are impacting on raising attainment.</li> <li>Partnership approach with education Scotland to deliver specific improvement agendas for targeted schools, new senior leaders and ELCASMs.</li> <li>Continue to develop networking opportunities within West Lothian and across the Regional Improvement Collaborative, focused on improving the quality of learning and teaching.</li> <li>Through forensic analysis of performance information at local, regional and national level, provide a targeted approach to each individual school to improve learning,</li> </ul>	SOA1302_14 Percentage of primary, secondary, special schools and pre-school establishments receiving positive inspection reports	100%	100%
			EDQIT027 Percentage of primary, secondary, special schools and pre-school establishments receiving an HMI inspection evaluation of 'good' or better for Raising Attainment	83%	90%

Alignment with Corporate Priorities / Enablers					
Council priority / enabler	Deliverable	Education Services key activities / processes	Indicator(s)	2020/21 Performance	2021/22 Target
		<p>teaching and assessment, as part of the Moving Forward in Your Learning priority.</p> <ul style="list-style-type: none"> <li>◆ Engage all senior primary school leaders in reviewing, evaluating and improving their curriculum through good practice conferences and engagement in authority revised VSE approaches.</li> <li>◆ Recovery plans in all schools taking account of the most recent national and local guidance. Plans reflect CfE and are informed by contextualised data and local authority priorities.</li> <li>◆ Supported by the Remote Learning Guidance an Agile learning culture developed by all schools to respond to the changing demands of the current context, ensuring that all learners receive their full curriculum entitlement.</li> </ul>			
1. Improving attainment and positive destinations	(P1.2) Creating a culture of high ambition and aspiration through a robust programme of target setting for every learner and effective tracking and monitoring to deliver optimum levels of attainment and achievement.	◆ Refine authority agreed whole school tracking and monitoring systems to forensically analyse performance at class, cohort, departmental and school level.	EDSCH079 Percentage of Primary Pupils Achieving Expected Curriculum for Excellence (CfE) Level in Literacy	Data not collected by SG due to Covid	81%
		◆ Through QI activities, Head Teachers ensure that every teacher monitors and supports learners' progress and helps them to understand their learning.	EDSCH081 Percentage of Primary Pupils Achieving Expected CfE Level in Numeracy	Data not collected by SG due to Covid	84%
		◆ Provide all schools with a Performance Profile analysing and reviewing individual school performance and attainment data, including engagement levels during remote learning.	EDSQA113 Percentage of S5 Students Achieving 3 or more Awards at SCQF Level 6 or above	60%	59%
		◆ Tracking and monitoring of learner engagement in the BGE and Senior Phase, to address barriers and provide support through timely and relevant interventions.			

Alignment with Corporate Priorities / Enablers					
Council priority / enabler	Deliverable	Education Services key activities / processes	Indicator(s)	2020/21 Performance	2021/22 Target
		<ul style="list-style-type: none"> <li>◆ Provide one to one sessions for senior school leaders with a data coach / performance analyst to interrogate and interpret data in order to identify improvement actions.</li> <li>◆ Build on the attainment review programme to ensure that performance information is gathered and analysed to track attainment and progress.</li> <li>◆ Through the RIC, deploy a 'data coach' to upskill school leaders and classroom practitioners on the effective use of data to identify and inform areas for improvement at school and classroom level.</li> <li>◆ Effective assessment approaches in place focussing on learners' ability to plan and assess at a time of remote learning.</li> <li>◆ Use the diagnostic information provided from National Standardised Assessments to help teachers understand how children are progressing with their learning and to plan next steps.</li> </ul>	EDSQA114 Percentage of S5 Students Achieving 5 or more Awards at SCQF Level 6 or above	44%	42%
1. Improving attainment and positive destinations	(P1.3) Placing greater emphasis on curricular transition and continuous progression in learning from ages 3 to 18, with a continued focus on key stages of transition (nursery-P1; P7-S1; S3-Senior Phase), through the use of reliable and consistent data about learners' progress.	◆ Develop a consistent approach across all schools for assessing, and monitoring and tracking children's progress in literacy, numeracy and health and wellbeing, building on local and national practice, and ensuring continuous progression in learning.	EDSQA111 Percentage of School Leavers Achieving 5 or more Awards at SCQF Level 6 or above	54%	47%
			EDSQA087 Percentage of School Leavers Achieving 5 or more Awards at SCQF Level 5 or above	75%	73%

Alignment with Corporate Priorities / Enablers					
Council priority / enabler	Deliverable	Education Services key activities / processes	Indicator(s)	2020/21 Performance	2021/22 Target
1. Improving attainment and positive destinations	(P1.5) Continuing commitment to building strong leadership, which seeks to empower staff and build capacity at all levels. This will be underpinned by the work done by the Regional Improvement Collaborative and the West Lothian Moving Forward in Learning framework, which supports a collaborative, developmental leadership culture for school leaders to improve learning outcomes.	<ul style="list-style-type: none"> <li>◆ Promote a cohesive CLPL model that ensures clear progression in teachers' learning.</li> <li>◆ Develop a collaborative programme for newly appointed Head Teachers to continue building capacity and support in new roles.</li> <li>◆ Enhance middle leadership programme in order to develop future school leaders with the necessary knowledge, skills and qualities.</li> <li>◆ Complement the 'offer' and 'ask' from the RIC to provide all practitioners with a wide range of relevant and meaningful professional learning opportunities.</li> <li>◆ Develop leadership and coaching &amp; mentoring programmes to build capacity at all levels of the school system.</li> </ul>	EDQIT025 Percentage of schools that are evaluated as good or better for Leadership of Change	78%	85%
1. Improving attainment and positive destinations	(P1.7) Embedding digital literacy within the learning experience.	<ul style="list-style-type: none"> <li>◆ The Digital Learning team provide support to schools in the strategic development and implementation of a range of digital tools and approaches. The team manages education platforms (Glow), accounts and online services. The team supports embedding digital literacy within the learning experience.</li> </ul>	DT004 Percentage of schools achieving digital status	14%	60%
1. Improving attainment and positive destinations	(P1.8) Expanding links between local employers and schools to continue to improve positive destinations and enhance the quality of vocational options offered.	<ul style="list-style-type: none"> <li>◆ Community Learning and Development Youth Services - Developing the Young Workforce lead and Education for Work Officer support School Business Partnership and Transition to Work Coordinators to maintain and expand links with local businesses.</li> </ul>	New PI		

Alignment with Corporate Priorities / Enablers					
Council priority / enabler	Deliverable	Education Services key activities / processes	Indicator(s)	2020/21 Performance	2021/22 Target
1. Improving attainment and positive destinations	(P1.9) Promoting lifelong learning, including adult learning in literacy and English for speakers of other languages.	<ul style="list-style-type: none"> <li>Adult Learning offer opportunities to gain initial qualifications to upskill adults to gain and retain employment.</li> </ul>	EDALYS029 Percentage of Adult Learning students improving skills relating to their personal learning goals	88%	90%
1. Improving attainment and positive destinations	(P1.10) Promoting access to employment by ensuring young people have an opportunity to progress into a positive destination on leaving school.	<ul style="list-style-type: none"> <li>Community Learning and Development – Youth Services supports young people into positive destinations through personal skills development and employability focused programmes.</li> </ul>	EDCYS071 The annual percentage of More Choices More Chances young people who sustain a positive destination for 6 months	84%	84%
2. Delivering positive outcomes and early interventions for early years	(P2.3) Provide expanded high quality early learning and childcare for all children 3 and 4 years old and 2 year olds from eligible households by building capacity in early learning and childcare professionals.	<ul style="list-style-type: none"> <li>Staff development and career long professional learning will be well coordinated providing early years' staff with a wide range of CLPL opportunities including SSSC Open Badges.</li> <li>Early Learning and Childcare Area Support Managers (ELCASM)s will continue to support ELC settings to successfully implement 1140 hours</li> <li>ELCASM)s will work with Headteachers to develop a robust system for Quality Improvement in all ELC settings by making confident well-timed changes for continuous improvement.</li> <li>The central EY team, through established network groups, will empower individuals to reflect on professional skills and knowledge leading to high quality outcomes for children and families.</li> <li>The central EY team will develop a strategic framework to support ELC workforce planning and leadership development at all levels.</li> </ul>	SOA1302_14 Percentage of primary, secondary, special schools and pre-school establishments receiving positive inspection reports	100%	100%

Alignment with Corporate Priorities / Enablers					
Council priority / enabler	Deliverable	Education Services key activities / processes	Indicator(s)	2020/21 Performance	2021/22 Target
2. Delivering positive outcomes and early interventions for early years	(P2.5) Implementing extended nursery hours, offering children the best possible start in life and a greater level of supported child care for working parents and carers.	<ul style="list-style-type: none"> <li>◆ The Strategic Resources team undertakes workforce planning and estate expansion.</li> <li>◆ Increased flexibility and choice is implemented through Customer Support (Pupil Placement).</li> </ul>	EDPP216 Percentage of ELC parents/carers allocated first choice of placement	99%	95%
2. Delivering positive outcomes and early interventions for early years	(P2.6) Continuing support to pupils who face challenge in their learning as they progress through school through nurture activities including Nurture Groups and Whole School Nurture practice.	<ul style="list-style-type: none"> <li>◆ The Educational Psychology Service (EPS) provides training and development support for schools planning to implement the Nurture approach through both Nurture Group and Whole School Nurture methods.</li> </ul>	EDPSY038 Number of schools trained by the EPS in establishing and running Nurture Group	10	10
2. Delivering positive outcomes and early interventions for early years	(P2.7) Providing support to care experienced children and young people to help achieve positive educational outcomes.	<ul style="list-style-type: none"> <li>◆ The Educational Psychology Service is providing ongoing revised training for Designated Members of Staff in school to assist them in supporting our children and young people who are Looked After</li> <li>◆ Education and social policy are jointly implementing the LAC attainment project to support targeted intervention and will work with relevant colleagues to forensically analyse data pertaining to outcomes for Looked After Children</li> <li>◆ Education Services are contributing to the attainment agenda for LAC pupils through engagement with the Corporate Parenting Plan</li> <li>◆ Looked After learners are also supported through Education Service-wide literacy strategy. This includes robust tracking and monitoring of individual progress through the</li> </ul>	EDSQA108 Percentage of care experienced young people in the senior phase achieving SCQF Level 4 Literacy	72%	85%

Alignment with Corporate Priorities / Enablers					
Council priority / enabler	Deliverable	Education Services key activities / processes	Indicator(s)	2020/21 Performance	2021/22 Target
		literacy curriculum and additional supports for senior phase pupils to prepare for qualifications. All looked after pupils are assessed to ensure that any learning needs they may have are identified and addressed by schools.			
3. Minimising poverty, the cycle of deprivation and promoting equality	(P3.6) Providing holiday lunch clubs.	<ul style="list-style-type: none"> <li>The Customer Care Team manages the provision of holiday lunch and activity clubs, managed by the Customer Care Team, with input from the Active Schools Team and Community Learning and Development.</li> </ul>	EDPP346 Number of children utilising the holiday lunch and activity programme	1,100	1,200
6. Delivering Positive Outcomes on Health	(P6.1) Promoting positive health and wellbeing to all, including through the provision of leisure facilities and well maintained open spaces.	<ul style="list-style-type: none"> <li>Delivering specific experiences and outcomes in relation to health contained in curriculum for excellence.</li> <li>Delivering specific health programmes in partnership with Lothian Health, including tooth brushing and immunisation.</li> <li>Delivering specific programmes of physical activity to school age children through the Active Schools Team.</li> <li>Delivering specific programmes relating to substance misuse in partnership with Lothian Health, Police Scotland and the Third Sector.</li> <li>Delivering a robust Health and Wellbeing programme to support the educational recovery of all pupils and young people in West Lothian</li> </ul>	EDASCS25 Active Schools and Community Sport- Total Pupil Engagement	13,871	8,000





## Transforming Your Council

How Education Services will transform over a five year period

The council is entering the second year of an ambitious programme of transformation in order to support the delivery of services that are accessible, digital and efficient. The Transforming Your Council programme is intended to deliver over £65.3 million in savings and will fundamentally change the way that council services are delivered.

Transformational change within Education Services will be grouped around three main themes – adult learning, culture and sport; schools; and early learning and childcare and central services. Projects within Education Services will achieve over £8.273 million over a five year period. During this period, however, the budget of Education Services will benefit from significant additional funding £16 million to support the expansion of early learning and childcare and also to reflect the growing population of children and young people.

**Transformation in the service will be grouped around three key themes.**

### Adult Learning, Culture and Sport

The adult learning service will concentrate on adult literacy and English as a second and other language and work with vulnerable groups.

Community arts will focus on developer funded public art, and the arts programme at Howden Park Centre.

Charging was introduced for instrumental music tuition in school session 2018/19.

Sport provision will focus on Active Schools and Community Sport.

Together these changes will save £2.30 million over 4 years.

### Schools

The budgets provided to schools will empower schools to focus spending on the things that best meet the needs of their learners.

Each school will consider how to make efficiency savings, including from training allocations, supplies, administration and clerical allocations, and pupil support worker allocations.

Together these changes will save £6.6 million over 4 years.

### Early Learning, Childcare and Central Services

Efficient use is being made of existing early learning and childcare places.

Teachers have been replaced by other qualified professionals in early learning and childcare, and all Council-nurseries are now under the management of primary Head Teachers.

Central staffing is being made more efficient. Other savings will be achieved through fees and charges and more efficient partnership working.

Together, these changes will save £3 million over 4 years.

## Engagement Methods

Throughout the period of this plan, Education Services will continue to engage and consult with customers, employees, partners and stakeholders on the effectiveness of the services that we provide and also, any changes that are proposed to the offering. Details of planned engagement and consultation methods will be provided in the annual update to the Management Plan.

Education Services make the following commitments to customers, employees and partners:

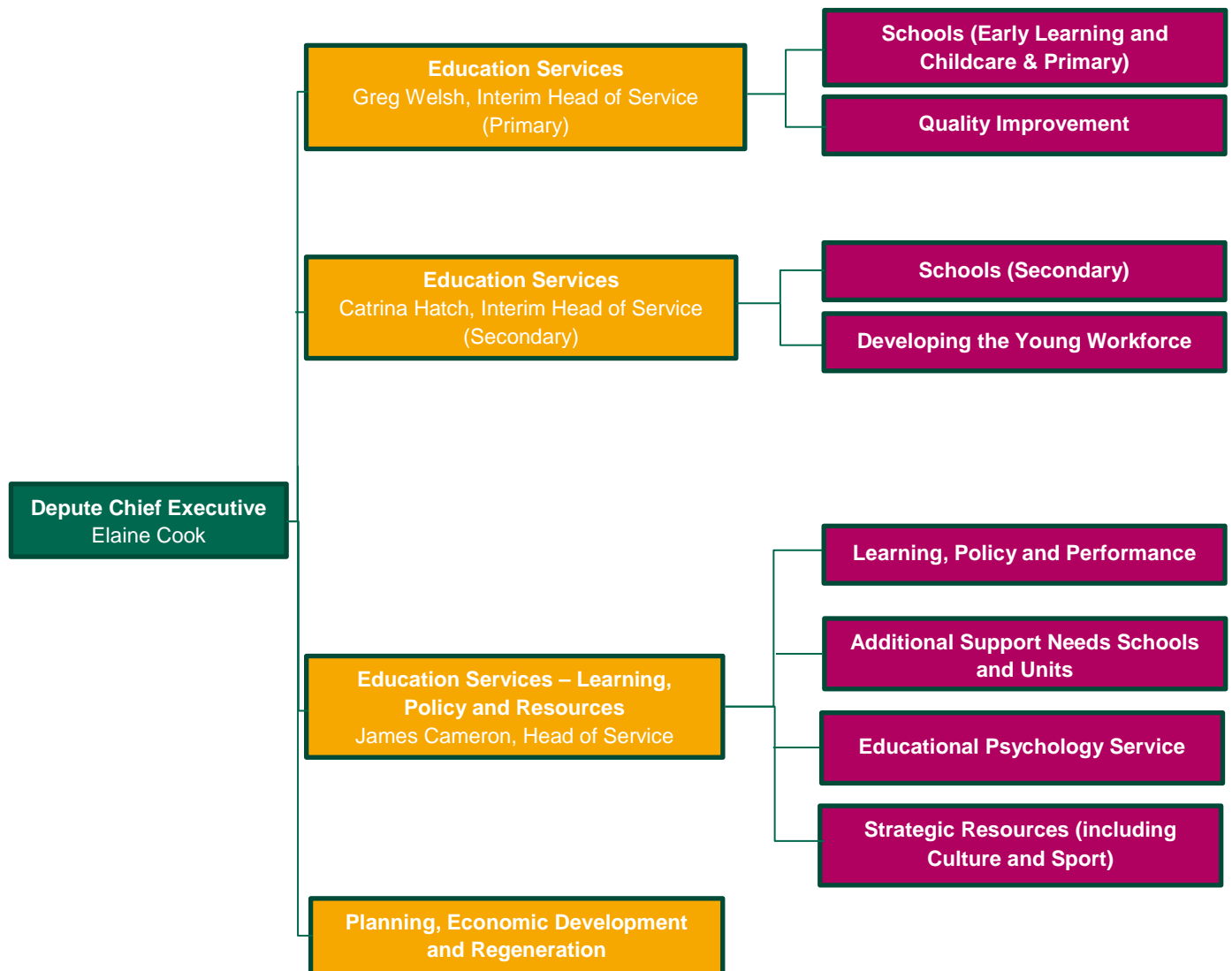
- ◆ Involve and engage employees, customers and partners in service improvement and transformation activity through a range of appropriate methods;
- ◆ Ask customers about the quality and effectiveness of the services that we provide through regular consultation and surveys and use their views to inform decision making in the service.



## Service Activity

The Education, Planning and Regeneration Services directorate is focused on the delivery of services that will support our community to grow and develop with better outcomes in early years, education and employability.

The main focus of activity within Education Services is the delivery of school based education. Schools are supported by teams dealing with quality improvement, education psychology, inclusion and wellbeing, resources, policy and performance. Services are also provided to children, young people and the wider community through arts, cultural and sport services and community learning and development.



Education Services is made up of primary and secondary schools, early learning and childcare establishments, and additional support for learning establishments and units, and five services, known as West Lothian Assessment Model (WLAM) units, under the direction of the three Heads of Education Services.

The following section provides more information on the activities and resources of schools and each WLAM unit.

## Employee Engagement

Education Services has a total of 3,408 (full time equivalent) employees delivering our services.

Motivation and commitment are key drivers of employee performance and the service aims to effectively engage and develop employees through improved communication and increased participation. The service uses the council's employee engagement framework, ensuring that employees have access to the information and support they need to succeed, also that there is constructive, regular two-way communication throughout the service.

The schedule of engagement that will take place in each of our WLAM units is outlined in the table.

Employee Engagement Schedule			
Employee Group	Method	Frequency	Responsible Officer
All employees	One-to-ones	Monthly / Termly	Head Teachers and managers
All employees	Team meetings	Monthly	Head Teachers and managers
All employees	Team briefings	Quarterly	Head Teachers and managers
All employees	Team briefings	Weekly	Head Teachers and managers
All employees	Employee survey	Annually	Head Teachers and managers
All employees	Professional Update / Appraisal and Development Review (ADR)	Annually	Head Teachers and managers
All employees	Employee Focus Group	Annually	Head Teachers and managers
All employees	Management Plan Launch	Annually	Head of Service / Head Teachers





## Risk Management

**Risk can be defined as the effect of uncertainty on an organisation's objectives.**

The council aims to mitigate risks to its objectives by implementing robust risk management procedures which enable managers to effectively manage their risks.

Significant risks to Education Services' objectives are set out in the council's corporate risk register. These risks are regularly monitored by managers and are reviewed on a monthly basis by the service management team to ensure that appropriate and effective control measures are in place.

Education Services is currently managing the following risks considered to be high:

<b>Service Risks 2021/22</b>			
<b>Risk Title</b>	<b>Risk Description</b>	<b>Current Risk Score</b>	<b>Traffic Light Icon</b>
ED004 Mainstream Schools: attacks on or violence towards staff	Physical and/or verbal violence from pupils, and parents of pupils, to members of staff working in schools, leading to injury or stress.	12	
ED005 Additional Support Needs (ASN) schools and units: attacks on or violence towards staff	Physical and/or verbal violence from pupils to members of staff working in schools, leading to injury or stress. Due to the nature of the pupils placed in ASN schools and units attached to a mainstream school it is therefore more difficult to stop such incidents from occurring. There is also potential for physical or verbal abuse from parents/carers which may lead to injury or stress.	12	
ED014 Failure to achieve target progress and attainment levels for young people	Failure of processes in place to achieve target attainment results, leading to failure to achieve key service objectives, and resulting in reputational damage to the council.	12	
ED003 Loss of whole or part of a school building	Fire, flood, or other incident leading to the physical loss of the whole or part of a school building, adversely impacting on the service's ability to continue to meet education needs from the premises.	10	

## Schools

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**Heads of Service:** Greg Welsh, Interim Head of Service (Primary)  
Catrina Hatch, Interim Head of Service (Secondary)  
James Cameron, Head of Service (Additional Support Needs Schools and Units)

**Number of staff:** 3,134 (full time equivalents)

**Location:** Schools throughout West Lothian

### Purpose

The purpose of schools is to ensure that children and young people develop to their fullest potential whilst continuously raising attainment and achievement and securing positive destinations for all school leavers. Schools strive to improve the quality and performance of the service they provide to pupils and parents/carers who are their key customers.

West Lothian Council's 67 primary schools, 11 secondary schools, 61 early learning and childcare settings and 5 additional support needs schools deliver Education Services to approximately 27,000 pupils and approximately 4,300 pre-school children, their parents/carers and the wider community.

Education is provided in terms of the Education (Scotland) Act 1980, the Standards in Scotland's Schools Etc. Act 2000, the Education (Additional Support for Learning) (Scotland) Act 2004, and the Children and Young People (Scotland) Act 2014.

Schools work towards achieving the key strategic aims of the council. In particular, schools improve opportunities for young people, in partnership with centrally based officers, other Council services and external partners by:

- ◆ Raising standards of attainment and achievement for all
- ◆ Addressing the 'poverty related attainment gap' by ensuring equity of opportunity for all
- ◆ Improving employability and positive destinations for all school leavers
- ◆ Improving the learning environment
- ◆ Promoting equality of access to education
- ◆ Promoting citizenship and community engagement
- ◆ Promoting skills for lifelong learning including enterprise and creativity

### Activities

The main activities of the service during the period of the Management Plan will be:

- ◆ Continuing to improve attainment through the implementation of the Raising Attainment Strategy (2018/23) and intelligent use of performance data to improve performance.
- ◆ Ensuring the expectation of excellent learning, teaching and assessment in all classrooms will be reviewed and quality assured through facilitating networking and sharing practice within and across schools to continue to drive up standards.
- ◆ Closing the equity gaps in attainment and achievement arising from social and economic circumstances through the implementation Pupil Equity Funding action plans as part of individual school improvement plans.

- ◆ Addressing the recommendation and actions identified in the national Equity Impact Assessment, following school closure periods from March 2020 – June 2020, and the subsequent period of remote learning from January 2021.
- ◆ Building on the successes identified from the remote learning offer, evolve approaches to learning, teaching and assessment to maximise the effectiveness of digital platforms embedded in to day to day practices.
- ◆ Engaging all school leaders in updating their contextual analysis to ensure effective School Improvement Planning and Pupil Equity Funding planning meets the needs of children and families are locally.
- ◆ Delivering a universal and targeted improvement agenda across all schools, based on the analysis of school by school performance data, to improve attainment and achievement levels in literacy and numeracy.
- ◆ Implementing a strategic Health and Wellbeing plan through a collaborative network of Health and Wellbeing school champions, improvement groups, partner agencies and services, with a focus on enhancing mental wellbeing outcomes for children and young people.
- ◆ Implementing remote/blended learning guidance, developed to ensure a shared understanding and expectation of what remote/blended learning means for our schools across West Lothian Council, to ensure continuity of learning in response to COVID pandemic.
- ◆ Delivering an Agile learning culture that is responsive to the changing landscape and ensuring a full Curriculum for Excellence entitlement in all of our schools at all times.
- ◆ Ensuring that all eligible pre-school children have access to high quality early learning and childcare that meets the needs of parents/carers and working families, within the context of delivering the full 1,140 hours and the requirement to meet the National Standard.
- ◆ Reviewing schools' approaches in tracking and monitoring pupil progress across the other curriculum areas in order to develop an authority package of support for primary schools, following the successful authority wide approaches in literacy, numeracy and health and wellbeing.
- ◆ Enhancing agile learner pathways within Senior Phase, based on the national *15-24 Learner Journey Review*, through extending access to Foundation Apprenticeships and increasing opportunities available through an increasingly flexible senior phase offer, including the use of the Virtual Campus.
- ◆ Enhancing intervention approaches for children and young people facing challenges in life and learning, particularly children with additional support needs and looked after children.

## Key Partners

The service actively works with our partners to plan, design and deliver improved services for our customers.

Our key partners include; other council services, Education Scotland, Forth Valley and West Lothian Regional Collaborative, Early Years' Partner Providers and Childminders, Skills Development Scotland, Scottish Qualifications Agency, General Teaching Council for Scotland, West Lothian College, Central Scotland Partnership (Continuous Professional Learning), NHS Lothian, Police Scotland and Care Inspectorate.

## Customer Participation

The service will actively engage customers and potential customers in the delivery and re-design of services to ensure that they are accessible and focused on their needs and preferences.

### Customer Consultation Schedule 2021/22

Customer Group	Method	Frequency	Responsible Officer	Feedback Method
<b>Pupil Councils</b>	Regular Meetings	Throughout Year	Head Teacher	Minute, School Newsletter
<b>S5/6 Students</b>	Focus Group with Education Senior Management Team and Executive Councillor	Annual	QI Manager	Minute / Report to Education PDSP
<b>S4 Students</b>	Focus Group with ESMT and Executive Councillor	Annual	QI Manager	Minute / Report to Education PDSP
<b>P7 Pupils</b>	Focus Group with ESMT and Executive Councillor	Annual	QI Manager	Minute / Report to Education PDSP
<b>Primary Pupils</b>	Ethos Survey of all P4-7 pupils	Annual	QI Manager	Public performance reporting
<b>Secondary Pupils</b>	Ethos Survey of S1-S6 secondary pupils	Annual	QI Manager	Public performance reporting
<b>Parents / Carers</b>	West Lothian Parent Representatives Forum meetings	4 times per year	Customer Services Manager	Minute
<b>Parents / Carers</b>	Ethos Survey of all parents	Annual	QI Manager	Public performance reporting
<b>Pupils</b>	Pupil focus groups in schools undergoing Validated Self Evaluations	Annual Programme	Quality Improvement Officer	Reports to Education Quality Assurance Committee
<b>Parents</b>	Parent focus groups in schools undergoing Validated Self Evaluations	Annual Programme	Quality Improvement Officer	Reports to Education Quality Assurance Committee

## Activity Budget 2021/22

Schools – Early Learning and Childcare Schools								
Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2021/22	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2021/22 £	Revenue Income Budget 2021/22 £	Net Revenue Budget 2021/22 £
Early Learning and Childcare – Council Provision	To ensure that all eligible 2, 3 & 4 year olds have access to a nursery place and are provided with a quality learning experience. To introduce and increase flexibility and choice for parents.	1. Improving attainment and positive destinations for school children	SCHN03_Nursery Education: Cost Per Pre School Place Target: £5,500	Public	511.97	24,780,657	(739,000)	24,041,657
			EDPP211 - Percentage of 3 and 4 Year Olds Allocated a Pre School Education Place in Council Provision Target: 80%	Public				
Service Support	Provision of management and administrative support.	Enabler service – Corporate Governance and Risk	Support activities contribute towards the overall performance of the service. Performance is monitored through the indicators for front line activities.		0.6	100,419	0.0	100,419
Total:					512.57	24,881,076	(739,000)	24,142,076

## Education Services Management Plan 2021/22

Schools – Primary Education								
Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2021/22	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2021/22 £	Revenue Income Budget 2021/22 £	Net Revenue Budget 2021/22 £
<b>Education of Pupils - Primary Classes</b>	Quality teaching provision, early intervention and raising attainment for all pupils, taking account of the implementation of the 3-18 curriculum.	1. Improving attainment and positive destinations for school children	EDSCH040_Cost per Pupil in West Lothian Primary Schools Target: £5,400	Public	997.03	57,740,690	(312,269)	57,428,421
			EDSCH104_ Percentage of all pupils in P1, P4 and P7 achieving at least the expected Curriculum for Excellence Levels in Reading Target: 85%	Public				
<b>Education of Pupils - Primary classes</b>	Closing the equity gaps in attainment and achievement arising from social and economic circumstances.	1. Improving attainment and positive destinations for school children	EDSCH040_Cost per Pupil in West Lothian Primary Schools Target: £5,400	Public	385.54	7,152,121	(128,776)	7,023,345
			EDSCH081_ Percentage of all pupils in P1, P4 and P7 achieving at least the expected Curriculum for Excellence Levels in Numeracy Target: 84%	Public				
<b>Service Support</b>	Provision of management and administrative support.	Enabler service – Corporate Governance and Risk	Support activities contribute towards the overall performance of the service. Performance is monitored through the indicators for front line activities.		1.29	271,959	0.0	271,959
<b>Total:</b>					<b>1,383.86</b>	<b>65,164,770</b>	<b>(441,045)</b>	<b>64,723,725</b>



## Education Services Management Plan 2021/22

Schools – Secondary Education								
Activity Name and Description	Link to Corporate Plan	Performance Indicator and Target 2021/22	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2021/22 £	Revenue Income Budget 2021/22 £	Net Revenue Budget 2021/22 £	
<b>Education of Pupils - Secondary Classes</b>	Improving the quality of learning, teaching and assessment to ensure all learners experience motivating, engaging, well-planned and differentiated learning opportunities that maximise attainment and achievement.	1. Improving attainment and positive destinations for school children	EDSCH041_Cost per Pupil in West Lothian Secondary Schools Target: £6,800	Public	793.77	50,231,062	0.0	50,231,062
			EDSQA114_Percentage of S5 pupils that Achieved five or more Level 6 Awards Target: 42%	Public				
<b>Education of Pupils - Secondary Classes</b>	Closing the equity gaps in attainment and achievement arising from social and economic circumstances.	1. Improving attainment and positive destinations for school children	EDSCH041_Cost per Pupil in West Lothian Secondary Schools Target: £6,800	Public	247.40	6,114,856	0.0	6,114,856
			SCHN07_Percentage of pupils living in 20% most deprived areas gaining 5+ Awards at level 6 Target: 32%	Public				
<b>Service Support</b>	Provision of management and administrative support.	Enabler service – Corporate Governance and Risk	Support activities contribute towards the overall performance of the service. Performance is monitored through the indicators for front line activities.		0.91	252,017	0.0	252,017
<b>Total:</b>					<b>1,042.08</b>	<b>56,597,935</b>	<b>0.0</b>	<b>56,597,935</b>

## Education Services Management Plan 2021/22

Schools – Additional Support Needs Schools and Units								
Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2021/22	PI Category	Staff Resource (FTE)	Revenue Expenditure Budget 2021/22 £	Revenue Income Budget 2021/22 £	Net Revenue Budget 2021/22 £
<b>Additional Support for Learning – ASN Schools</b>	Meeting the needs of pupils with additional support needs requiring allocation of a special school placement.	1. Improving attainment and positive destinations for school children	EDIWS022_Cost per School of ASN Service Target: £3,456	Public	193.98	8,328,836	0.0	8,328,836
			SOA1302_14_Percentage of Primary, Secondary, Additional Support Needs and Early Learning and Childcare establishments receiving positive inspection reports Target: 100%	Public				
<b>Service Support</b>	Provision of management and administrative Support.	Enabler service – Corporate Governance and Risk	Support activities contribute towards the overall performance of the service. Performance is monitored through the indicators for front line activities.		1.07	113,909	0.0	113,909
<b>Total:</b>					<b>195.05</b>	<b>8,442,745</b>	<b>0.0</b>	<b>8,442,745</b>

## Actions 2021/22

The service will undertake a range of actions to support corporate priorities and objectives, improve services and deliver transformation.

### Schools Actions 2021/22

Action	Description	Planned Outcome	Owner(s)	Start	End	Status	Update
<b>Raising Attainment Strategy</b>	Development, implementation and ongoing monitoring and reporting of the council's corporate strategy.	An effective strategy that will ensure the service has a strong culture of high performance and capacity to deliver in the priorities.	Heads of Education Services (Curriculum, Quality Improvement and Performance & Learning, Policy and Resources)	April 2020	March 2021	Active	The approved Raising Attainment Strategy 2018/22 is informing all School Improvement Plans and professional learning for staff.
<b>Schools</b>	Increase efficiency in school education to achieve set targets.	The budgets provided to schools will be reduced, with each school focusing spend on the things that best meet the needs of its learners. Each school will consider how to make budget savings, including from training allocations, supplies, administration and clerical allocations, pupil support worker allocations, and introducing new Scottish Government testing.	Head of Education (Learning, Policy and Resources)	April 2018	March 2022	Active	Project scope and plan defined within TYC Programme governance and monitoring. Revised Devolved School Management Manuals developed and agreed, being implemented at school level with central support.

### Schools Actions 2021/22

Action	Description	Planned Outcome	Owner(s)	Start	End	Status	Update
<b>Education Governance and Head Teachers' Charter – Empowering Schools</b>	Redefined relationship between schools and local authorities, empowering schools.	Schools having greater financial and curricular freedom to meet the needs of learners in their school. Schools continue to benefit from high quality support services delivered by education authorities and through the Regional Improvement Collaboratives.	Heads of Education Services (Curriculum, Quality Improvement and Performance & Learning, Policy and Resources)  Service Manager – Learning, Policy and Performance	April 2019	March 2021	Active	Revised Devolved School Management Manuals agreed, with Revised Devolved School Management Framework developed and agreed, being implemented at school level with central support.

## Quality Improvement

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**Manager:** Geraldine Armstrong, Quality Improvement Manager  
**Number of Staff:** 15.81 (full time equivalents)  
**Location:** Civic Centre

### Purpose

The core function of the Quality Improvement Team (QIT) is to support and challenge school leaders in all schools to build capacity for self-evaluation that leads to improvement in the key areas of:

- ◆ Leadership and Management
- ◆ Learning Provision
- ◆ Success and Achievements

The team plays a key role in driving the implementation of the Raising Attainment Strategy, through effective quality improvement activities, which includes validated self-evaluation. The team also carries out individual and collective school attainment reviews, engaging school leaders in the forensic analysis of performance data to inform improvements and interventions.

Every school has an allocated link officer from the QIT whose function is to act as a point of contact for the school and who will:

- ◆ Provide proportionate and responsive support and challenge around school self-evaluation and school improvement planning
- ◆ Engage in annual school improvement activities to support ongoing service developments
- ◆ Affirm and validate the GTCS professional update process for Head Teachers
- ◆ Support the school with stage 2 complaints, significant HR issues and provide any additional policy implementation advice

The Quality Improvement team assists with the recruitment and appointment of senior leaders in schools (Head Teachers and Depute Head Teachers), and builds capacity for effective senior leadership and leadership at all levels.

The core function of the Performance Team is to provide the Quality Improvement Team and schools with support in the management, analysis and intelligent use of data to support improvements in key indicators of performance. The Quality Improvement team will also support improvements in Early Learning and Childcare in Council establishments and partner providers.

The Child Protection Officer (Education) provides high level expertise for Designated Members of Staff at school level for all aspects of child protection. The CP Officer liaises closely with national and local partner agencies to ensure a co-ordinated approach to child protection.

## Activities

The main activities of the service during the period of the Management Plan will be:

- ◆ To lead and support the implementation of the 2018-2023 Raising Attainment Strategy, WL Maths/Numeracy Action/Recovery plan, WL Literacy Action/Recovery plan and WL Health and Wellbeing Action/Recovery plan through challenging and supportive quality improvement activities across all schools.
- ◆ Evaluate the West Lothian 2020-2021 National Improvement Framework (NIF) Plan and deliver the 2021-2022 NIF Plan through the Moving Forward in Your Learning (MFiYL) steering group and Leadership Engagement sessions; in order to drive up standards in the quality of education through more effective collaborative working at all levels.
- ◆ MFiYL groups will develop creative and innovative approaches to the curriculum, effective use of technologies, greater learner autonomy and a clear skills progression framework.
- ◆ Deliver a targeted improvement agenda across all schools, based on the analysis of school by school performance data, to improve attainment and achievements levels in literacy and numeracy.
- ◆ Improve the use of data at school leadership level to identify and plan effective interventions which lead to improved successes and achievements for all learners in all schools, with a particular emphasis on Raising Attainment.
- ◆ In collaboration with Education Scotland colleagues, support identified schools and senior leaders to further develop quality improvement approaches and self-evaluation.
- ◆ Through the continued deployment of a teacher data coach, engage classroom practitioners in the effective use of performance information to inform and drive improvements in curriculum and pedagogy.
- ◆ Continue to develop and implement a strategic professional learning programme that ensures high quality provision of Career Long Professional Learning for all Education staff, including probationer induction and training.
- ◆ Develop and deliver an enhanced programme of mentoring and coaching for newly appointed Head Teachers and for building capacity in middle leaders.
- ◆ Co-ordinate and lead the authority's re-accreditation engagement with GTCS, and address any areas identified for further improvement.
- ◆ Through involvement and engagement in the Regional Improvement Collaborative (RIC), directly support practitioners to develop their knowledge, understanding and application of research informed approaches to transform learning, teaching and assessment.
- ◆ To deliver a proportionate and responsive programme of universal school support and challenge for schools based on revised Validated Self-Evaluation approaches.
- ◆ Provide intensive support to schools in preparation for external inspection by HMI, Education Scotland, following receipt of notification.
- ◆ Lead and support schools in the delivery of the national 1+2 Languages agenda, as we approach the year of full implementation in academic session 2021-2022.

## Key Partners

The service actively works with our partners to plan, design and deliver improved services for our customers.

Our key partners include; other council services, Education Scotland, Forth Valley and West Lothian Regional Improvement Collaborative, Scottish Qualifications Agency, General Teaching Council for Scotland, West Lothian College, Central Scotland Partnership (Continuous Professional Learning), NHS Lothian, Police Scotland and Care Inspectorate.

## Customer Participation

The service will actively engage customers and potential customers in the delivery and re-design of services to ensure that they are accessible and focused on their needs and preferences.

### Customer Consultation Schedule 2021/22

Customer Group	Method	Frequency	Responsible Officer	Feedback Method
<b>Head Teachers</b>	Head Teacher Executive Group	Every 6 weeks	QI Manager	Internal Team Evaluations and Action Planning
<b>Head Teachers</b>	Briefing Sessions	Weekly	QI Officers	Internal evaluations / annual satisfaction survey
<b>Head Teachers</b>	One to one support and challenge meetings	Termly	All Officers	Internal Team Evaluations and Action Planning
<b>Head Teachers</b>	Evaluation of VSE (Validated Self-Evaluation) programme	After every VSE	Lead Officer	Public performance reporting
<b>Head Teachers</b>	Evaluation of support with Education Scotland Inspection	After every school inspection	Lead Officer	Public performance reporting
<b>Head Teachers</b>	Evaluation of Continuous Professional Learning opportunities	Annual summary	Senior Professional Learning Officer	Public performance reporting

## Activity Budget 2021/22

Quality Improvement								
Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2021/22	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2021/22 £	Revenue Income Budget 2021/22 £	Net Revenue Budget 2021/22 £
<b>Learning and Teaching Support and Quality Improvement</b>	To support and challenge Head Teachers to improve quality of learning and teaching, attainment, and other outcomes.	1. Improving attainment and positive destinations for school children	EDQIT021_Cost Per School of Quality Improvement Team Target: £6,790	Public	1.79	805,517	0.0	805,517
			SOA1302_14_Percentage of primary, secondary, special schools and pre-school establishments receiving positive inspection reports Target: 100%	Public				
<b>Central Professional Learning</b>	Implement a strategic professional learning programme that ensures high quality provision of Career Long Professional Learning for all education staff, including probationer induction and training.	Enabler Service – Modernisation and Improvement	EDQIT022_Cost Per Pupil of Providing Career Long Professional Learning Services in Education Target: £7.20	Public	4.67	24,780	0.0	24,780
			EDQIT025_Percentage of Primary, Secondary and Additional Support Needs establishments evaluated as 'good' or better for Leadership of Change Target: 85%	Public				
<b>Literacy &amp; Language</b>	Meeting the needs of pupils with language and communication needs.	1. Improving attainment and positive destinations for school children	EDIWS025_Cost per pupil of Literacy and Language Support Target: £33.10	High Level	9.33	1,021,749	0.0	1,021,749



Education Services Management Plan 2021/22

Quality Improvement								
Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2021/22	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2021/22 £	Revenue Income Budget 2021/22 £	Net Revenue Budget 2021/22 £
Service Support	Provision of management and administrative support.	Enabler Service – Corporate Governance and Risk	Support activities contribute towards the overall performance of the service. Performance is monitored through the indicators for front line activities.		0.02	111,052	0.0	111,052
Total:					15.81	1,963,098	0.0	1,963,098

## Actions 2021/22

The service will undertake a range of actions to support corporate priorities and objectives, improve services and deliver transformation.

### Quality Improvement Actions 2021/22

Action	Description	Planned Outcome	Owner(s)	Start	End	Status	Update
<b>Raising Attainment Strategy</b>	Development, implementation and ongoing monitoring and reporting of the council's corporate strategy.	An effective strategy that will ensure the service has a strong culture of high performance and capacity to deliver in the priorities.	Heads of Education Services (Curriculum, Quality Improvement and Performance & Learning, Policy and Resources)	April 2019	March 2021	Active	The approved Raising Attainment Strategy 2018/22 is informing all School Improvement Plans and professional learning for staff.
<b>National Improvement Framework</b>	Deliver excellence and equity through Moving Forward in Learning, in line with 4 National Priorities, as outlined in the National Improvement Framework.	Schools understand the expectations of QI 2.3 (Learning, teaching and assessment) and can self-evaluate their performance accurately. Schools are supported in developing their curriculum to ensure strong outcomes for all learners, using tools to measure achievements in relation to skills and attributes.	QI Manager  Senior Development Officer	April 2019	March 2021	Active	Progress reports will be available every 6 weeks for the service.

### Quality Improvement Actions 2021/22

Action	Description	Planned Outcome	Owner(s)	Start	End	Status	Update
<b>Raising Attainment Review and Evaluation</b>	Development, implementation and ongoing monitoring and reporting of the council's corporate strategy.	An effective strategy that will ensure the service has a strong culture of high performance and capacity to deliver in the priorities.	Head of Education (Curriculum, Quality Improvement and Performance); Quality Improvement Manager	April 2019	March 2021	Active	The approved Raising Attainment Strategy 2018/22 is reported annually to PDSP to review performance against year to year targets.
<b>Raising Attainment Review and Evaluation</b>	Develop a coordinated approach for preparing Education Services for an Education Scotland local authority inspection.	Engagement with all relevant staff and partners to evaluate and report the authority's performance in each of the QIs detailed in Education Scotland's evaluation toolkit.	Head of Education (Curriculum, Quality Improvement and Performance); Quality Improvement Manager	April 2019	March 2021	Active	Scoping lead identified with short life working group visiting other local authorities recently inspected to gain examples of highly effective practices and approaches.

### Quality Improvement Actions 2021/22

Action	Description	Planned Outcome	Owner(s)	Start	End	Status	Update
<b>Regional Improvement Collaborative</b>	Through involvement in the Forth Valley and West Lothian Regional Improvement Collaborative, directly support practitioners to develop their knowledge, understanding and application of research informed approaches to transform learning.	<ul style="list-style-type: none"> <li>Schools will apply the findings of self-evaluation to bring about and secure improvement for children, young people and their families.</li> <li>Improved accuracy of teacher judgement, through high quality moderation activities, supports schools to use valid and reliable data and information to inform next steps.</li> <li>Attainment levels in literacy and numeracy improve at all key stages.</li> </ul>	Head of Education (Curriculum, Quality Improvement and Performance); Quality Improvement Manager	April 2019	March 2021	Active	Established RIC Literacy and Numeracy academies are offering additional professional learning opportunities for all staff in order to drive improvements in learning, teaching and assessment.

## Educational Psychology Service

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**Service manager:** Jennyfer McNiven, Principal Educational Psychologist

**Number of staff:** 13.5 (full time equivalents)

**Location:** Civic Centre

### Purpose

The Educational Psychology Service (EPS) works directly with children and their families, schools and multi-agency partners to contribute to the overall aims of the council in relation to the educational achievements and mental health and wellbeing outcomes for West Lothian's children and young people.

The vision of the Educational Psychology Service is to improve the well-being and educational outcomes of all children and young people in West Lothian through the application of psychology. The purpose of the service is to support schools, families and individual children/young people to continuously improve learning and attainment. This is achieved by:

- ◆ Placing the needs of children and young people at the centre of service delivery
- ◆ Identifying and addressing barriers to learning
- ◆ Working collaboratively with partners
- ◆ Building capacity at individual and systemic levels
- ◆ Operating within a context of continuous improvement

Educational Psychologists contribute locally and nationally to developing and implementing strategies to ensure educational progress for all children and young people through the five core functions of Consultation, Assessment, Intervention, Staff Development and Research.

### Activities

The main activities of the service during the period of the Management Plan will be:

- ◆ To continue to support the local and national agenda of closing the poverty relating attainment gap through the successful implementation of Nurture and trauma-informed practice in schools.
- ◆ To continue to support the delivery of positive outcomes and early interventions through ongoing development of the transition planning process for children with additional support needs in collaboration with Additional Support Needs (ASN) Team colleagues.
- ◆ To continue to work collaboratively with colleagues in Education and across partner agencies to support the mental health and wellbeing of children and young people through the Moving Forward in Your Learning framework, involvement in the Wellbeing Recovery Group and strategic planning around the national Mental Health Taskforce agenda.
- ◆ To provide high quality research and Career Long Professional Learning offers focusing on the most effective approaches for maximising learning and teaching and supporting mental health and wellbeing.
- ◆ To work collaboratively with key partners to develop and enhance the support for and increase the attainment of our Care Experienced children and young people as part of the Corporate Parenting Strategy.

- ◆ To work collaboratively with ASN Team colleagues on the development of key strategies to support the complexities associated with the implementation of the Presumption of Mainstream agenda taking cognisance of the national ASN Review Report recommendations.
- ◆ To support the local and national priority of ensuring positive mental health for children and young people through the development and evaluation of a School Counselling Service in response to the release of funding from Scottish Government to all local authorities.
- ◆ To develop the Educational Psychology Service offer of therapeutic interventions through training and delivery of EMDR (Eye Movement Desensitisation and Reprocessing) support as part of the national Mental Health Taskforce agenda.

## Key Partners

The service actively works with our partners to plan, design and deliver improved services for our customers.

Our key partners include; other council services, schools, parents / carers, children and young people, voluntary organisations, NHS Lothian Health (Community Child Health, Child and Adolescent Mental Health), (CAMHS) and other Allied Health Services.

## Customer Participation

The service will actively engage customers and potential customers in the delivery and re-design of services to ensure that they are accessible and focused on their needs and preferences.

### Customer Consultation Schedule 2021/22

Customer Group	Method	Frequency	Responsible Officer	Feedback Method
<b>Parents / Carers</b>	Electronic survey	Annually	Principal Educational Psychologist	<ul style="list-style-type: none"> <li>Standards and Quality SWAY presentation</li> <li>"You said, we did" on council website</li> </ul>
<b>Head Teachers</b>	Review of Service Level Agreement / customer satisfaction survey	Annually	Principal Educational Psychologist	<ul style="list-style-type: none"> <li>Standards and Quality report</li> <li>"You said, we did" on council website</li> </ul>
<b>Head Teachers</b>	Focus groups	As and when required	Principal Educational Psychologist	<ul style="list-style-type: none"> <li>Standards and Quality SWAY Presentation</li> </ul>
<b>Partner Agencies</b>	Partner focus groups	As and when required	Principal Educational Psychologist	<ul style="list-style-type: none"> <li>Standards and Quality SWAY Presentation</li> </ul>

## Activity Budget 2021/22

Educational Psychology Service								
Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2021/22	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2021/22 £	Revenue Income Budget 2021/22 £	Net Revenue Budget 2021/22 £
Educational Psychology	To promote effective teaching and learning for all pupils through the effective delivery of the five National Core functions of Consultation, Assessment, Intervention, Staff Development and Research.	1. Improving attainment and positive destinations for school children	EDPSY028_Cost per school of Psychological Services Provision Target: £6,716	Public	11.1	716,169	0.0	716,169
		2. Delivering positive outcomes and early interventions for early years	EDPSY040_Percentage of children and young people attending the Educational Psychology Service Anxiety Management Groupwork programme for whom anxiety levels have reduced. Target: 80%	Public				
Educational Psychology	To support the establishment and evaluation of a School Counselling Service in response to the provision of Scottish Government Funding.	6. Delivering positive outcomes on (mental) health	EDPSY028_Cost per school of Psychological Services Provision Target: £6,716	Public	2.0	577,254	0.0	577,254
			EDPSY041_Percentage of schools reporting positive impact of school counselling services New PI: Target to be set based on first year data	High Level				

## Education Services Management Plan 2021/22

Educational Psychology Service								
Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2021/22	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2021/22 £	Revenue Income Budget 2021/22 £	Net Revenue Budget 2021/22 £
Service Support	Provision of management and administrative support.	Enabler Service – Corporate Governance and Risk	Support activities contribute towards the overall performance of the service. Performance is monitored through the indicators for front line activities.		0.4	101,099	0.0	101,099
Total:					13.5	1,394,522	0.0	1,394,522



## Actions 2021/22

The service will undertake a range of actions to support corporate priorities and objectives, improve services and deliver transformation.

### Educational Psychology Service Actions 2021/22

Action	Description	Planned Outcome	Owner(s)	Start	End	Status	Update
<b>Raising Attainment Strategy</b>	Development, implementation and ongoing monitoring and reporting of the council's corporate strategy.	An effective strategy that will ensure the service has a strong culture of high performance and capacity to deliver in the priorities.	Heads of Education Services (Curriculum, Quality Improvement and Performance & Learning, Policy and Resources)	April 2019	March 2021	Active	The approved Raising Attainment Strategy 2018/22 is informing all School Improvement Plans and professional learning for staff.
<b>National Improvement Framework</b>	Deliver excellence and equity through Moving Forward in Learning, in line with 4 National Priorities, as outlined in the National Improvement Framework.	Schools are supported in developing their curriculum to ensure strong outcomes for all learners, using tools to measure achievements in relation to skills and attributes.	QI Manager Senior Development Officer	April 2019	March 2021	Active	Progress reports will be available every 6 weeks for the service.

## Additional Support Needs (ASN) Service

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**Service manager:** Carol McDonald, ASN Manager

**Number of staff:** 119.86 (full time equivalents)

**Location:** Civic Centre and Across All Schools

### Purpose

The ASN Service works in partnership with schools, the Educational Psychology Service, the Quality Improvement Team and multi-agency partners to deliver education services and contribute to the overall aims of the council in relation to the educational attainment, achievement and health and wellbeing outcomes for West Lothian's children and young people.

More specifically, the Service supports schools in improving the delivery of education provision, learning experiences and opportunities for children and young people with additional support needs across the curriculum in every educational context and setting, enabling all pupils to achieve at their highest potential. Collaborative planning with multi-agency partners is a key focus throughout the service's strategic and operational activities with the Getting It Right for Every Child agenda underpinning all partnership working.

The ASN Service's vision is the achievement of long term sustainable quality educational provision for all West Lothian's children and young people which is sufficiently inclusive to remove barriers to participation, learning and achievement, and to promote equality. This is achieved by:

- ◆ Placing the needs of children and young people at the centre of service delivery
- ◆ Identifying and addressing barriers to participation, learning and achievement
- ◆ Working collaboratively with partners
- ◆ Building capacity at individual and systemic levels, and
- ◆ Operating within a context of continuous improvement

### Activities

The main activities of the service during the period of the 2021/22 Management Plan will be to:

- ◆ Continue to ensure long term sustainability of specialist provision (in line with Corporate Plan Priority 1).
- ◆ Continue to support the child's planning process in the allocation of specialist provision to appropriately identified need (in line with Corporate Plan Priority 1).
- ◆ Work collaboratively with key partners to develop and enhance our educational provision for children and young people with additional support needs (in line with Corporate Plan priority 1, 2, 5, 6 and 7).
- ◆ Continue to work with the Educational Psychology Service and multi-agency partners on the embedding of child's planning and staff development frameworks to support pupils who require additionality to maximise their learning (in line with Corporate Plan priority 1, 2, 5 and 6).
- ◆ To work collaboratively with Educational Psychology Service colleagues on the development of key strategies to support the complexities associated with the implementation of Presumption of Mainstream agenda taking cognisance of the national ASN Review Report recommendations. (in line with Corporate Plan priority 1, 2, 5 and 6).

- ◆ Contribute to the school improvement agenda by working jointly with the Quality Improvement Team to support the Moving Forward in Learning Framework (in line with Corporate Plan priority 1, 2, 5, 6 and 7).
- ◆ Work collaboratively with NHS to develop and enhance support for all pupils requiring support from Community Child Health, Child and Adolescent Mental Health (CAMHS); Speech and Language Therapy Services; Physiotherapy Services and Occupational Health Services (in line with Corporate Plan priority 1, 2, and 6).
- ◆ Continue to support schools, children/young people and families through policy development and support in the areas of, Positive Relationships; Management of Health Care Needs in Schools; Attendance at School; Home Education; and Co-ordinated Support Plans (in line with Corporate Plan priority 1, 2, 5, 6 and 7).
- ◆ Continue to support the Quality Improvement Team in the administration of schools' senior management recruitment process; student placements; and, internal and external school inspection processes (in line with Corporate Plan priority 1).
- ◆ To continue to support the delivery of positive outcomes and early interventions through ongoing development of the transition planning process for children with additional support needs in collaboration with Educational Psychology Team colleagues.
- ◆ To work collaboratively with key partners to develop and enhance the support for and increase the attainment of our Care Experienced children and young people as part of the Corporate Parenting Strategy.

## Key Partners

The service actively works with our partners to plan, design and deliver improved services for our customers.

Our key partners include: other council services; parents, children and young People; NHS Lothian (Community Child Health, Child and Adolescent Mental Health (CAMHS) and other Allied Health Services); Police Scotland; Education Scotland including HMI; SEEMiS (Information Management System); Common Ground Mediation (Education Services' independent mediation organisation); Schoolhouse (Home Education Support Charity); Scottish Autism; and National Deaf Children's Society.

## Customer Participation

The service will actively engage customers and potential customers in the delivery and re-design of services to ensure that they are accessible and focused on their needs and preferences.

### Customer Consultation Schedule 2021/22

Customer Group	Method	Frequency	Responsible Officer	Feedback Method
<b>Parents / Carers</b>	Focus groups/ Survey	As individual projects dictate	ASN Manager	<ul style="list-style-type: none"> <li>• Customer feedback/survey monkey</li> </ul>
<b>Head Teachers</b>	Customer satisfaction survey	Annually	ASN Manager	<ul style="list-style-type: none"> <li>• Customer feedback/survey monkey</li> </ul>
<b>Head Teachers</b>	Focus groups/ working groups	As and when required during the year	ASN Manager	<ul style="list-style-type: none"> <li>• Minutes of meetings</li> <li>• E-mail</li> </ul>
<b>Pupils</b>	Focus Groups	As and when required during the year	ASN Manager	<ul style="list-style-type: none"> <li>• Minutes of meetings</li> </ul>
<b>Partner Agencies</b>	Partner focus groups	As individual projects dictate	ASN Manager	<ul style="list-style-type: none"> <li>• Customer feedback/survey monkey</li> <li>• Email</li> </ul>

**Activity Budget 2021/22**

<b>Additional Support Needs Service</b>								
Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2021/22	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2021/22 £	Revenue Income Budget 2021/22 £	Net Revenue Budget 2021/22 £
<b>Continuum of Support Pathways</b>	Meeting the needs of pupils with additional support needs within mainstream schools through the allocation of additional funding to schools	1. Improving attainment and positive destinations for school children	EDIWS022_ Cost per School of ASN Service Target: £3,456	Public	39.78	3,119,519	0.0	3,119,519
			SOA1302_14_Percentage of Primary, Secondary, Additional Support Needs and Early Learning and Childcare establishments receiving positive inspection reports Target: 100%	Public				
<b>Service level Agreements</b>	Service level agreements for: the purchase of communication equipment; NHS Access/OT Services; Speech and Language Therapy Services; and Visual Impairment Services	1. Improving attainment and positive destinations for school children	EDIWS022_ Cost per School of ASN Service Target: £3,456	Public	0.0	106,054	0.0	106,054
			SOA1302_14_Percentage of Primary, Secondary, Additional Support Needs and Early Learning and Childcare establishments receiving positive inspection reports Target: 100%	Public				

Education Services Management Plan 2021/22

<b>Independent Mediation Services</b>	Procure Mediation Services for parents of pupils with ASN.	Enabler Service - Corporate Governance and Risk	EDIWS022_Cost per School of ASN Service Target: £3,456	Public	0.0	12,000	0.0	12,000
			EDIWS030_Percentage of Families successfully engaging in Independent Mediation Services Target: 70%	Public				
<b>Inclusion and Support</b>	Meeting the needs of West Lothian pupils with additional support needs within mainstream schools; Hearing Impairment; SEBN, ASD; ADHD; Hospital Tuition. This includes access to both in-reach and outreach services of Connolly School Campus and Skills Centre (Burnhouse).	1. Improving attainment and positive destinations for school children	EDIWS022_Cost per School of ASN Service Target: £3,456	Public	72.27	4,208,960	0.0	4,208,960
			SOA1302_14_Percentage of Primary, Secondary, Additional Support Needs and Early Learning and Childcare establishments receiving positive inspection reports Target: 100%	Public				
<b>Specialist Equipment in Additional Support Needs schools</b>	Meeting the needs of pupils with additional support needs requiring the purchase of specialist	1. Improving attainment and positive destinations	EDIWS022_Cost per School of ASN Service Target: £3,456	Public	0.0	42,374	0.0	42,374

Education Services Management Plan 2021/22

	equipment to access school placement.	for school children	SOA1302_14_Percentage of Primary, Secondary, Additional Support Needs and Early Learning and Childcare establishments receiving positive inspection reports Target: 100%	Public				
<b>Other Local Authority Schools</b>	Meeting the needs of West Lothian pupils with additional support needs in mainstream placements in other Local Authority Schools.	1. Improving attainment and positive destinations for school children	EDIWS022_Cost per School of ASN Service Target: £3,456	Public	0.0	173,646	(418,780)	(245,134)
<b>Service Support</b>	Provision of management and administrative support.	Enabler service – Corporate Governance and Risk	Support activities contribute towards the overall performance of the service. Performance is monitored through the indicators for front line activities.		7.81	577,392	0.0	577,392
<b>Total:</b>					<b>119.86</b>	<b>8,239,945</b>	<b>(418,780)</b>	<b>8,311,433</b>

## Actions 2021/22

The service will undertake a range of actions to support corporate priorities and objectives, improve services and deliver transformation.

### ASN Service Actions 2021/22

Action	Description	Planned Outcome	Owner(s)	Start	End	Status	Update
<b>Raising Attainment Strategy</b>	Development, implementation and ongoing monitoring and reporting of the council's corporate strategy.	An effective strategy that will ensure the service has a strong culture of high performance and capacity to deliver in the priorities.	Heads of Education Services (Curriculum, Quality Improvement and Performance & Learning, Policy and Resources)	April 2019	March 2021	Active	The approved Raising Attainment Strategy 2018/22 is informing all School Improvement Plans and professional learning for staff.
<b>National Improvement Framework</b>	Deliver excellence and equity through Moving Forward in Learning, in line with 4 National Priorities, as outlined in the National Improvement Framework	Schools are supported in developing their curriculum to ensure strong outcomes for all learners, using tools to measure achievements in relation to skills and attributes.	QI Manager  Senior Development Officer	April 2019	March 2021	Active	Progress reports will be available every 6 weeks for the service.



## Strategic Resources

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**Service manager:** Donna Adam, Strategic Resources Manager

**Number of staff:** 60.65 (full time equivalents)

**Locations:** Civic Centre/Schools/ St David's House, Bathgate

### Purpose

The Strategic Resources WLAM Unit Section comprises of four teams: Resources, Early Years Development, Digital Learning and Culture and Sport (which includes Active Schools, Community Sports, Community Arts and the Instrumental Music Service (IMS)). The WLAM Unit ensures that school and corporate requirements are met in relation to business efficiency and effectiveness and enable educational professional staff to focus on teaching and learning functions.

### Strategic Resources

The team is responsible for the provisioning on new schools and early learning and childcare (ELC) settings. The team is the client interface with Finance, Estates and Property Services and Operational Services for services to schools and has responsibility for health and safety, business continuity planning, statutory compliance and control of risk across the service.

The team undertakes workforce planning for teaching and non-teaching staff across the service including job sizing for promoted teaching posts. The team provides schools with support for SEEMIS (schools management information system for staff and pupils) including completing census annual returns for the Scottish Government (ScotXed). The team also provides support for iPayImpact (an online payment facility for parents/carers) and the ParentPortal.

Strategic Resources work with colleagues in Planning, Finance, Estates and Property Services in order to ensure that the school estate meets the needs of an expanding population and the curriculum for excellence. This work will continue as West Lothian Council's population continues to grow and in particular the expansion of ELC to 1140 hours for April 2021.

### Early Years Development

The Early Years Development Team have a lead role in service for the Early Learning and Childcare (ELC) Expansion to ensure that the Council is able to provide 1140 hours free ELC for every eligible 2 year old, three and four year old with a ELC place from April 2021.

The team has a quality assurance role in relation to ensuring that all settings including private partner providers including childminders and playgroups meet and maintain the National Quality standard published by the Scottish Government on 18 December 2018. The team also provides support to promote/development childminding provision across West Lothian in partnership with the Scottish Childminding Association (SCMA).

### Digital Learning

The Digital Learning team provide support to schools to enable them to develop on line teaching resources and to complete their strategy for the ICT platforms within their school. The team also support the Council's Virtual Campus and use of GLOW. The team are also a key part of provisioning for new schools and early learning settings.

## **Culture and Sport**

### **Active Schools and Community Sport**

Active Schools and Community Sport provides a range of curricular and community-based learning and development opportunities that contribute to a wide range of outcomes. Programmes of work delivered by the service impact positively on attainment and achievement; improve physical and mental health and wellbeing; assist in the development of skills for lifelong learning and employability; promote community resilience and cohesion and improve the built and natural environment. The service encourages participation among the widest possible range of people but also targets individuals and communities who may be less likely to participate due to physical, social or economic barriers. The service is supported through external funding from Sportscotland to deliver programmes and projects within the authority.

The team provide support, training and guidance relating to Physical Education, Physical Activity and Sport to all 11 secondary, 67 primary and 5 ASN schools. Key areas of work directly contribute to West Lothian Council's Corporate Priority 6: Delivering Positive Outcomes on Health and support schools to improve educational attainment and achievement. Active Schools Coordinators work closely with key partners including Sportscotland, West Lothian Leisure, community clubs and other organisations to provide a wide range of high quality opportunities connected to physical education, school sport and club sport.

Community Sport Coordinators work in partnership with a wide range of sporting organisations, National Governing Bodies of Sport and funders to develop the capacity of local clubs to deliver high quality, safe and accessible sporting activities for the wider community and to promote sports HUB development in West Lothian.

The team work closely with West Lothian Leisure (WLL) who deliver a number of operational, financial and customer benefits including increased participation in sports and leisure activities in West Lothian.

### **Community Arts**

Community Arts supports the development of arts and cultural activity in West Lothian and provides opportunities to participate in the arts by offering a range of curricular and community-based learning and development opportunities. Arts Officers manage the community arts programme including the Youth Music Initiative (YMI) and also work in partnership with Planning and Economic Development, the service manages the council's Public Art programme which is funded by developer contributions. Grassroots Public Art grants enable communities to manage the commissioning of new pieces of public art which are based on community consultation and engagement.

Community Arts work with West Lothian Leisure to provide high quality cultural facilities at Howden Park Centre and manage a year-round performing and visual arts programme at both Linlithgow Burgh Halls and Howden Park Centre. Linlithgow Burgh Halls also provides a range of flexible spaces for hire to community groups and individuals.

### **Instrumental Music Service**

The Instrumental Music Service encourages achievement, enhances and supports the music curriculum within schools and delivers all aspects of Curriculum for Excellence to our young musicians. The service delivers music tuition in a range of instruments to children and young people in West Lothian.

Instructors work across groups of schools, ensuring access to instrumental tuition and extending pupil experience. The central team is responsible for managing, developing and supporting all aspects of the

Instrumental Music Programme on behalf of West Lothian Education Service and for organising and delivering career long professional learning development opportunities. This ensures that good professional standards are maintained. The team also organises, manages and delivers the West Lothian Schools Area Bands and Ensembles Programme.

## Activities

The main activities of the service during the period of the Management Plan will be:

- ◆ Ensuring the quality of the learning environment in all schools through resource management of education property, acting as client contact for Education projects within the Council's agreed capital programme and developer funded projects. Including the commissioning of two new secondary schools in Winchburgh, a new Holy Family Primary School, a new primary school in East Calder (Calderwood), a replacement school building for East Calder Primary School and new early learning and childcare settings at St Mary's Primary School (Bathgate), Blackburn Primary School and Stoneyburn Primary School in 2021/22.
- ◆ Ensuring appropriate staff resources are available across schools through workforce planning.
- ◆ Ensuring business continuity planning and risk management is delivered across all establishments and services including fire risk assessment, health & safety compliance and winter arrangements.
- ◆ Ensuring high quality and flexibility of choice of early learning and childcare (ELC) funded placement.
- ◆ Forward planning of the learning estate and Learning Estate Management Plan (LEMP) in consultation with Finance and Property Services.
- ◆ To complete the implementation of the expansion of early learning and childcare to 1140 hours for all eligible two year olds, three and four year olds for 19 April 2021.
- ◆ Ongoing support for the development of Community Playgroups.
- ◆ Increase the uptake of iPayImpact (online payments system) by parents/carers and the Parentportal.
- ◆ To continue to develop and strengthen relationships with West Lothian Leisure to ensure the continued delivery of high quality services for customers in Arts and Sports.
- ◆ Support Head Teachers to effectively invest their Pupil Equity Funding allocation to improve the educational outcomes of children affected by poverty and close the poverty related attainment gap through the provision of arts, music and sports interventions.
- ◆ Develop geographic Community Sport Hubs across secondary school facilities within West Lothian.
- ◆ Work in partnership with Customer and Community Services to develop an integrated customer service interface between the Linlithgow Burgh Halls and Linlithgow Partnership Centre.
- ◆ Work in partnership with Head Teachers to further align the Creative Learning Network with the Moving Forward in Learning Strategy.
- ◆ Refresh the Public Art Plan and contribute to the Open Space Strategy Group to ensure that Public Art is represented in the Open Space Strategy.
- ◆ To implement new methods of instrumental music provision for young people through use of online platforms.
- ◆ To continue to expand the use of Glow to improve communication with staff, pupils, parents, area groups, schools and other stakeholders by sharing information through online and digital channels.

## Key Partners

The service actively works with our partners to plan, design and deliver improved services for our customers.

Our key partners include; other council services, Alpha Schools (West Lothian) Ltd (PPP1), Kajima Partnership Ltd (PPP3), private ELC partner providers, Scottish Childminding Association (SCMA); local

childminders, Simply Play, Community playgroups, ADES Resources, Early Years and Personnel Networks, West Lothian Leisure, Sportscotland, West Lothian Sports Council, National Youth Orchestra of Scotland, Generation Arts, Firefly Arts, Winchburgh Development Ltd, Music Education Partnership, Trinity Guildhall and the National Youth Choir of Scotland.

## Customer Participation

The service will actively engage customers and potential customers in the delivery and re-design of services to ensure that they are accessible and focused on their needs and preferences.

### Customer Consultation Schedule 2021/22

Customer Group	Method	Frequency	Responsible Officer	Feedback Method
<b>Head Teachers</b>	Survey	Annual	Performance Officer	Performance management system
<b>Schools – Teachers</b>	Survey and focus groups	Annual	Arts Officer (Learning)	Performance management system
<b>Area Ensembles</b>	Survey	Termly	IMS Co-ordinator	Team meetings and on In-Service days E-mail letter to parents / carers.
<b>Parents/Carers of Pupils Receiving Instrumental Music Tuition</b>	Survey	Annual	IMS Co-ordinator	Performance management system and team meetings
<b>Schools – Teachers</b>	Survey and feedback forms	Quarterly	Active Schools Co-ordinator	Customer feedback form / online survey
<b>Pupils</b>	Focus Groups	Annual	Active Schools Co-ordinator	Customer feedback form
<b>Community Sports Clubs and Organisations</b>	Customer survey and feedback forms	Annual	Community Sport Co-ordinator	Customer feedback form / online survey
<b>Digital Learning</b>	Survey	Annual	Digital Learning Manager	Customer feedback form / online survey

## Activity Budget 2021/22

Strategic Resources								
Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2021/22	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2021/22 £	Revenue Income Budget 2021/22 £	Net Revenue Budget 2021/22 £
Resource Management – Staff	Ensure a suitably qualified workforce in all schools.	Enabler service – Modernisation and Improvement	EDSR101_Cost Per School of Central Resources Target: £7,100	High Level	0.98	48,571	0.0	48,571
			EDSR105_Percentage of schools where staffing is delivered within budget and statutory guidelines Target: 100%	WLAM				
Resource Management – Risk	Provide all properties with a BCP and risk register and on-going training.	Enabler service – Corporate Governance and Risk	EDSR101_Cost Per School of Central Resources Target: £7,100	High Level	1.02	53,429	0.0	53,429
			EDSR106_Percentage of Fire Risk Assessments completed on an annual basis Target: 100%	WLAM				
Resource Management – Business Support	Ensure all schools receive appropriate, finance, HR and other business support.	Enabler service – Financial Planning	EDSR101_Cost Per School of Central Resources Target: £7,100	High Level	18.67	1,300,883	0.0	1,300,883
			EDSR105_Percentage of schools where staffing is delivered within budget and statutory guidelines Target: 100%	WLAM				
Public Private Partnership	To provide a high quality learning environment for primary and	Enabler service – Modernisation and Improvement	EDSR101_Cost Per School of Central Resources Target: £7,100	High Level	0.0	15,563,751	0.0	15,563,751

Strategic Resources								
Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2021/22	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2021/22 £	Revenue Income Budget 2021/22 £	Net Revenue Budget 2021/22 £
	secondary age pupils.		EDSR103_Percentage of Primary / Secondary / Special Schools where the building condition is rated Good or Satisfactory Target: 100%	High Level				
Service Support	Provision of management and administrative support.	Enabler service – Corporate Governance and Risk	Support activities which contribute towards the overall performance of the service.		0.8	175,580	0.0	175,580
Community Arts Programme (Public Art & Youth Music Initiative)	To ensure that everyone in West Lothian has the opportunity to experience the social, economic, educational, environmental, health and creative benefits of the arts.	6. Delivering positive outcomes on health	EDCA042_Cost of community arts service per 1,000 population Target: £2,200	Public	2.50	149,977	(25,000)	124,977

Strategic Resources								
Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2021/22	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2021/22 £	Revenue Income Budget 2021/22 £	Net Revenue Budget 2021/22 £
Linlithgow Burgh Halls	To provide high quality facilities and arts programme for the people of West Lothian.	8. Protecting the built and natural environment	EDCA037_Number of people attending Linlithgow Burgh Halls Target: 30000	WLAM	4.50	307,075	(278,770)	28,305
			EDCA042_Cost of community arts service per 1,000 population Target: £2,200	Public				
Time Limited Funding – Linlithgow Burgh Halls	To provide high quality facilities and arts programme for the people of West Lothian.	8. Protecting the built and natural environment	Additional funding in 2021/22 to offset lost income as a result of restrictions in place due to the current pandemic.		0.0	193,000		193,000

Strategic Resources								
Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2021/22	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2021/22 £	Revenue Income Budget 2021/22 £	Net Revenue Budget 2021/22 £
West Lothian Leisure	Monitor performance of West Lothian Leisure in accordance with Lease and Funding Agreement.	Enabler service – Corporate Governance and Risk	EDWLL301_Number of attendances per 1,000 population at indoor sport & leisure facilities Target: 9,500	Public	0.0	2,152,657	0.0	2,152,657
Time Limited Funding – West Lothian Leisure	Monitor performance of West Lothian Leisure in accordance with Lease and Funding Agreement.	7. Delivering positive outcomes on health	Additional funding in 2021/22 to offset lost income as a result of restrictions in leisure activities due to the current pandemic.		0.0	1,500,000	0.0	1,500,000
Instrumental Music Service to Schools	Deliver instrumental music lessons to schools and provide performance opportunities.	1. Improving attainment and positive destinations for children	EDIMS024_Cost per schools of the Instrumental Music Service Target: £7,400	High Level	18.66	1,076,507	(457,732)	618,775
			EDIMS026_Instrumental Music Service number of pupils taught Target: 1,300	High Level				
Time Limited Funding – Instrumental Music	Deliver instrumental music lessons to schools and provide performance opportunities.	1. Improving attainment and positive destinations for children	Additional funding in 2021/22 to offset lost income as a result of restrictions in place due to the current pandemic.		0.0	194,000	0.0	194,000



**Strategic Resources**

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2021/22	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2021/22 £	Revenue Income Budget 2021/22 £	Net Revenue Budget 2021/22 £
<b>Equality and Inclusion</b>	Under-represented groups will be provided with opportunities to participate in sport through understanding, and addressing, the barriers to participating.	5. Minimising poverty, the cycle of deprivation and promote equality	EDASCS027_Percentage of Pupils with Disabilities Participating in Extracurricular Activity Target: 30%	WLAM	1.43	86,555	(52,807)	33,748
			EDASCS022_Cost per pupil of the Active Schools and Community Sport Service Target: £6.16	Public				
<b>Community Sports HUB Development</b>	Local sports clubs and organisations are provided with an environment which supports the development of sport.	7. Delivering positive outcomes on health	EDASCS220_Number of clubs and organisations within Community Sports Hubs Target: 18	WLAM	1.43	86,555	(52,807)	33,748
			EDASCS022_Cost per pupil of the Active Schools and Community Sport Service Target: £6.16	Public				
<b>Developing Clubs</b>	Supporting local sports clubs and organisations to grow and develop.	7. Delivering positive outcomes on health	EDASCSC517_Number of West Lothian community sports clubs and organisations on Club Accreditation scheme Target: 50	Public	1.43	86,555	(52,807)	33,748
			EDASCS022_Cost per pupil of Active Schools and Community Sport Target: £6.16	Public				

Strategic Resources								
Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2021/22	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2021/22 £	Revenue Income Budget 2021/22 £	Net Revenue Budget 2021/22 £
<b>Extracurricular Activity</b>	Children and young people are provided with opportunities to develop Health and Wellbeing through extra-curricular activity sessions.	7. Delivering positive outcomes on health	EDASCS028_Number of extra-curricular attendances Target: 40,000	High Level	4.93	298,404	(182,054)	116,350
			EDASCS022_Cost per pupil of Active Schools and Community Sport Target: £6.16	Public				
<b>Support to the PE Curriculum in schools</b>	Children and young people provided with opportunities to develop Health and Wellbeing as part of the PE curriculum.	7. Delivering positive outcomes on health	EDASCS25_Active Schools and Community Sport – Total Pupil Engagement Target: 8000	Public	0.42	25,422	(15,510)	9,912
			EDASCS022_Cost per pupil of Active Schools and Community Sport Target: £6.16	Public				
<b>Coaching and Volunteering</b>	Coaches and volunteers are provided with opportunities for personal development to support the delivery of sport.	7. Delivering positive outcomes on health	EDASCS029_Number of volunteers providing extracurricular sport and physical activity opportunities Target: 50	High Level	1.43	86,555	(52,807)	33,748
			EDASCS022_Cost per pupil of Active Schools and Community Sport Target: £6.16	Public				

Strategic Resources								
Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2021/22	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2021/22 £	Revenue Income Budget 2021/22 £	Net Revenue Budget 2021/22 £
Competitive School Sport	Children and young people are provided with opportunities to develop Health and Wellbeing through competitive school sport.	7. Delivering positive outcomes on health	EDASCS030_National school sport performance Target: 41 Podium Places	WLAM	1.43	86,555	(52,807)	33,748
			EDASCS022_Cost per pupil of Active Schools and Community Sport Target: £6.16	Public				
Service Support	Provision of management and administrative support.	Enabler Service – Corporate Governance and Risk	Support activities contribute towards the overall performance of the service.		1.02	78,755	0.0	78,755
Total:					60.65	23,550,786	(1,223,101)	22,327,685

## Actions 2021/22

The service will undertake a range of actions to support corporate priorities and objectives, improve services and deliver transformation.

### Strategic Resources Actions 2021/22

Action	Description	Planned Outcome	Owner(s)	Start	End	Status	Update
<b>Expansion of Early Learning and Childcare</b>	Expansion of the availability of early learning and childcare places.	Each eligible child receives 1140 hours of early learning and childcare by 19 April 2021.	Strategic Resource Manager;	April 2019	August 2021	Active	Update reports submitted to Education Policy Development and Scrutiny Panel and Executive.
<b>Digital Transformation Projects</b>	To continue to promote 'Parentsportal.scot' in West Lothian.	To deliver improved user-focused digital public services, and customer benefits, by grouping on-line services for parents in the Parentsportal. Services will include on-line payments, annual data check, school applications etc.	Strategic Resource Manager	April 2019	March 2022	Active	Project scope and plan defined, and agreement reached out of 'parentsportal.scot' in West Lothian. This is now live in all primary and secondary schools with a growing number of services being made available.

## Learning, Policy and Performance

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Service manager:	Alison Raeburn, Service Manager
Number of staff:	64.37 (full time equivalents)
Locations:	Civic Centre, St David's House, Bathgate, and Partnership/Community Centres (CLD)

### Purpose

The Learning, Policy and Performance Section comprises of four teams: Customer Support (including ELC/Pupil Placement), Policy and Performance, Adult Learning and Community Learning and Development Youth Services. The teams deliver education services and contribute to the overall aims of the council in relation to the educational attainment, achievement, participation and health and wellbeing outcomes for West Lothian's children, young people, adults and families.

### Customer Support Team

The Team centrally allocates early learning and childcare (ELC) placements, and placements at the P1 and S1 stages of education. This process is conducted concurrently with the allocation of staffing to all early learning and childcare establishments and primary and secondary schools and therefore determines the Devolved School Management budgets of these establishments and schools totalling £131.5 million, in order to maximise both parental choice and efficient use of the council's resources.

The team advises on and responds to freedom of information requests and complaints. It undertakes the letting of primary schools and halls, management of internal and external web content, communication and the achievement of customer quality standards, and support to parent councils.

### Policy and Performance

The Policy and Performance area performs service wide function including supporting achievement of internal and external customer quality standards, service planning and performance management, policy development, policy advice to Head Teachers to ensure consistency of approach, and consultation with and provision of information to Head Teachers and the Local Negotiating Committee for Teachers.

The Performance Team supports the implementation of the Raising Attainment Strategy. It provides performance information to support corporate monitoring of the single outcome agreement, community planning objectives, local government benchmarking framework, corporate strategies such as the IT strategy, and partnership action plans such as the serious and organised crime action plan.

### Adult Learning and Community Learning and Development (CLD) Youth Services

Adult Learning and CLD Youth Services have a strong focus on early intervention, prevention and tackling inequalities. These services empower people individually and collectively to make positive changes in their lives and in their communities; in line with corporate plan priorities 1, 3, 5, 6 and 7. Access to high quality learning, skills development, attainment and activities to promote health and wellbeing are important factors in determining life chances and can be a key to reducing inequality. Working together and with our partners CLD Youth Services and Adult Learning aim to ensure that disadvantaged communities have access to community learning and development support they need and help our most disadvantaged citizens develop the skills and support to participate fully in society.

CLD Youth Services provides a diverse range of learning opportunities for young people aged 11 – 25 focused on:

- building self-esteem and self-confidence to create confident individuals
- developing the ability to manage personal and social relationships, supporting and promoting health and wellbeing of young people
- creating learning, developing new skills and becoming successful learners
- supporting young people in transition into positive and sustainable destinations
- building the capacity of young people to consider risk, make reasoned decisions and become effective contributors
- developing a world view which widens horizons and supports responsible citizenship; and
- volunteer development.

The Adult Learning Service focusses on working with adults with few, if any qualifications, to develop their core skills and qualifications through:

- community-based adult learning, including adult literacies and English for Speakers of Other Languages (ESOL), digital learning skills and financial literacy;
- learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders; and
- family learning and other early intervention work with children, young people and families is delivered through specialist programmes such as: Triple P, Incredible Years and Playlab.

Adult Learning and CLD Youth Services are designed to enable personal development, the acquisition of skills and qualifications, promote health and well-being, and build community capacity.

## Activities

The main activities of the service during the period of the Management Plan will be:

- ◆ Providing an equitable and responsive service for the placement of pupils at early learning, primary and secondary schools.
- ◆ Determining staffing for 67 primary schools and 61 early learning and childcare establishments, thereby determining their budgets, in order to maximise parental choice and achieve best value.
- ◆ Providing a responsive customer complaints and Freedom of Information service leading to service improvement.
- ◆ Managing analysis and reporting of performance data to the public and internal and external stakeholders.
- ◆ Establishing and support Parent Councils and train Parent Council members.
- ◆ To complete the implementation of the the expansion of early learning and childcare to 1140 hours for all eligible two year olds and three and four year olds by 19 April 2021.
- ◆ Continue to provide flexibility and choice for early learning and childcare placements.
- ◆ Expand the provision of free school meals during school holidays through the lunch and activity clubs project.
- ◆ Improve literacy, numeracy, lip reading, IT and English as a Second or Other Language (ESOL) skills.
- ◆ Offer opportunities to gain initial qualifications to upskill adults to gain and retain employment.
- ◆ Support the development of family learning through targeted learning opportunities including Attainment Challenge projects and Pupil Equity Fund.

- ◆ Further develop the Dyslexia Network to better support professionals and front line workers to support adults to become dyslexic friendly organisations.
- ◆ Lead on the implementation of Learning Community Partnerships and Plans based on school catchment areas.
- ◆ Coordinate the Developing the Young Workforce Strategy and implementation.
- ◆ Promoting youth participation and continuing support to members of the Scottish Youth Parliament.
- ◆ Support collaborative approaches between schools and Youth Services to enable targeted groups of young people to access wider achievement opportunities through youth clubs and projects.
- ◆ Continue to offer a high quality work experience programme.
- ◆ Further promote West Lothian Employability Award across the senior phase and Science, Technology, Engineering and Mathematics STEM related industries within nursery, primary and secondary schools.
- ◆ Intensive keyworker support to young people identified as requiring additional support to achieve and sustain positive destinations.
- ◆ Deliver the Youth Work in Schools Programme to develop skills for life learning and work; democratic literacy, health and wellbeing, community and personal safety group work sessions.
- ◆ Continue to develop post school employability programmes - Activity Agreement and Skills Training Programme.

## Key Partners

The service actively works with our partners to plan, design and deliver improved services for our customers.

Our key partners include; other council services, Scottish Government, Scottish Parental Involvement Officers Network, West Lothian Parent Council Forum, Local Negotiating Committee for Teachers, Scotland's Learning Partnership, Voluntary Sector Gateway West Lothian, young people and adult learners, community and voluntary sector organisations, schools and early years learning providers, work-based training providers, West Lothian College, Skills Development Scotland, NHS Lothian, Youthlink Scotland, Education Scotland, Electoral Registration Office, Duke of Edinburgh Awards, Youth Scotland, LGBT Youth Scotland, Livingston Designer Outlet, Department for Work and Pensions, Newbattle Abbey College, Scottish Rural and Urban College, Police Scotland and Community Councils.

## Customer Participation

The service will actively engage customers and potential customers in the delivery and re-design of services to ensure that they are accessible and focused on their needs and preferences.

### Customer Consultation Schedule 2021/22

Customer Group	Method	Frequency	Responsible Officer	Feedback Method
<b>Parents using Pupil Placement</b>	Survey relating to services provided	Annual	Statistics and Pupil Placement Officer	Public performance reporting
<b>Adult Learning Students</b>	Satisfaction Survey	6 monthly	Adult Learning Manager	Via tutor
<b>Schools</b>	Youth Work in Schools Programme and Work Experience Surveys	Annually	Youth Services Manager	Via practitioners and Service Newsletter
<b>Young People</b>	Customer Satisfaction Survey	Annually	Youth Services Manager	Service Newsletter and via practitioners



## Activity Budget 2021/22

Learning, Policy & Performance								
Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2021/22	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2021/22 £	Revenue Income Budget 2021/22 £	Net Revenue Budget 2021/22 £
<b>Complaints, Freedom of Information, Website management, Policy and Equality Advice, Staff, Pupil and Parental Engagement</b>	Provide a responsive customer complaints service leading to service improvement. Provide a responsive FOI service. Provide comprehensive electronic information to internal and external customers. Provision of policy and equality advice to internal and external customers leading to consistent application of policy. Consult a sample of parents, carers, pupils and staff annually increasing the customer insight	Enabler service – Modernisation and Improvement	EDPP340_ Cost Per Pupil of the Customer Support Team Target: £ 13.29	High Level	2.61	395,175	0.0	395,175
<b>Pupil Placement</b>	To provide an equitable and responsive service that meets legislative and regulatory requirements for placements in early learning and childcare, primary and secondary schools. leading to better designed services.	1. Improving attainment and positive destinations for school children	EDPP340_ Cost Per Pupil of the Customer Support Team Target: £13.29	High Level	11.67	494,740	0.0	494,740
			EDPP214_Percentage of P1 and S1 Requests Granted by the School Placement Panel Target: 98%	High Level				
<b>Performance Management</b>	Manage pupil attainment analysis in relation to all categories of data, including adaptive testing in Primary	1. Improving attainment and positive destinations	EDPP400_ Cost Per pupil of Performance Team Target: £4.37	WLAM	2.91	154,855	0.0	154,855

Education Services Management Plan 2021/22

**Learning, Policy & Performance**

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2021/22	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2021/22 £	Revenue Income Budget 2021/22 £	Net Revenue Budget 2021/22 £
<b>Service Support</b>	Schools, Cognitive Ability Tests, Insight analysis on Secondary Schools. Support Managers in maintaining Pentana Performance Management System. Maintain Performance Management System for Schools Provision of management and administrative support.	for school children	EDPP401_Percentage of Schools supported through the provision of detailed performance information Target: 100%	WLAM				
	Provision of management and administrative support.	Enabler service – Corporate Governance and Risk	Support activities contribute towards the overall performance of the service. Performance is monitored through the indicators for front line activities.		0.29	111,553	0.0	111,553
<b>Adult Learning Service</b>	Planning and provision of adult learning activities delivering positive outcomes on health and wellbeing, support digital and financial inclusion, improving accredited learning and wider achievement opportunities, works with parents, including family learning, and, supports improved skills in literacy, numeracy and English for speakers of other languages.	3. Minimising poverty, the cycle of deprivation and promote equality	EDALYS022_Unit cost per learner Target: £650	Public	8.9	464,859	0.0	464,859
			EDALYS024_Percentage of learners resident in 20% most disadvantaged areas Target: 33%	Public				

## Education Services Management Plan 2021/22

## Learning, Policy &amp; Performance

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2021/22	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2021/22 £	Revenue Income Budget 2021/22 £	Net Revenue Budget 2021/22 £
<b>CLD Youth Services</b> More Choices More Chances	Delivery of employability services in school and post school targeted vulnerable and disengaged young people, through pro-active intervention and the establishment of partnerships and networks to assist in the process.	1. Improving attainment and positive destinations for school children	EDCYS62_Percentage of More Choices More Chances young people supported moving into a positive destination Target: 88%	Public	13.26	798,367	0.0	798,367
			EDCYS042_The annual unit cost of a More Choices More Chances young person supported into a positive destination Target: £1,584	Public				
<b>CLD Youth Services</b> Work with Young People (WwYP)	In partnership with young people, schools and communities the team plans and delivers appropriate targeted and universal learning opportunities supporting young people to develop skills for life learning and work, achieve qualifications and enabling them to gain a voice, influence and place in society.	1. Improving attainment and positive destinations for school children	EDCYS056_Percentage of young people participating in accredited learning opportunities that have achieved an award. Target: 92%	Public	24.67	1,025,852	(17,700)	1,008,152
			EDCYS041_Unit cost per young person attendance at youth clubs Target: £11.50	Public				

Education Services Management Plan 2021/22

Learning, Policy & Performance								
Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2021/22	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2021/22 £	Revenue Income Budget 2021/22 £	Net Revenue Budget 2021/22 £
Service Support	Provision of management and administrative support.	Enabler service-Corporate Governance and Risk	Support activities contribute towards the overall performance of the service. Performance is monitored through the indicators for frontline activities.		0.06	9,431	0.0	9,431
Total:					64.37	3,454,832	(17,700)	3,437,132

## Actions 2021/22

The service will undertake a range of actions to support corporate priorities and objectives, improve services and deliver transformation.

### Learning, Policy & Performance Actions 2021/22

Action	Description	Planned Outcome	Owner(s)	Start	End	Status	Update
<b>Expansion of Early Learning and Childcare</b>	Expansion of the availability of early learning and childcare places.	Each eligible child receives 1140 hours of early learning and childcare by August 2020.	Head of Education (Learning, Policy and Resources); Strategic Resources Manager;  Service Manager – Learning, Policy and Performance	April 2019	August 2021	Active	Update reports submitted to Education Policy Development and Scrutiny Panel and Executive.
<b>Education Governance and Head Teachers' Charter – Empowering Schools</b>	Redefined relationship between schools and local authorities, empowering schools.	Schools having greater financial and curricular freedom to meet the needs of learners in their school. Schools continue to benefit from high quality support services delivered by education authorities and through the Regional Improvement Collaboratives.	Heads of Education Services (Curriculum, Quality Improvement and Performance & Learning, Policy and Resources);  Service Manager – Learning, Policy and Performance	April 2019	March 2021	Active	Revised Devolved School Management Manuals agreed, with Revised Devolved School Management Framework developed and agreed, being implemented at school level with central support.

### Learning, Policy & Performance Actions 2021/22

Action	Description	Planned Outcome	Owner(s)	Start	End	Status	Update
<b>Early Learning and Childcare and Central Services</b>	Increase efficiency in early learning and childcare and school education to achieve set targets.	<ul style="list-style-type: none"> <li>Efficient use is being made of existing early learning and childcare places during the period of expansion. Teachers have been replaced by other qualified professionals in early learning and childcare, and all Council nurseries are now under the management of primary Head Teachers.</li> <li>Central staff is being made more efficient.</li> <li>Other savings will be achieved through fees and charges and more efficient partnership working.</li> </ul>	Head of Education (Learning, Policy and Resources)	April 2018	March 2022	Active	Project scope and plan defined within TYC Programme governance and monitoring.
<b>CLD, Arts and Sport</b>	Increase efficiency in Community Learning and Development, Arts and Sport to achieve set targets.	<ul style="list-style-type: none"> <li>The adult learning service will concentrate on adult literacy and English as a second and other language and work with vulnerable groups.</li> <li>Community arts will focus on developer funded public art, and the arts programme at Howden Park Centre.</li> <li>Charges were introduced for instrumental music tuition in school session 2018/19.</li> <li>Sport provision will focus on Active Schools.</li> </ul>	Head of Education (Learning, Policy and Resources)	April 2018	March 2022	Active	Project scope and plan defined within TYC Programme governance and monitoring.

# Developing the Management Plan and reporting progress

The Management Plan was developed to support the delivery of the Council's Corporate Plan and to take account of a range of factors that are likely to impact the delivery of council services in the next four years.

## Context

The next four years will be a period of significant challenge for the council with ongoing spending constraints expected to continue. However, the council has clearly defined long term aims relating to the development of high quality services, designed to meet the needs of its customers. These long term aims are captured in the Local Outcome Improvement Plan, Community Plan and in the council's Corporate Plan and together these strategic plans determine the work of the council's services.

The development of the Corporate Plan 2018/23 has been directly influenced by the views of the people living and working in West Lothian, ensuring that all employees are focused on meeting the needs of a growing and vibrant community. The Corporate Plan sets the strategic priorities for the council up to 2022/23 and this will be the continued focus for all council services during the period.

This will help to ensure that we continue to tackle the most important issues for West Lothian. Also, that we invest in and prioritise the services which make the most significant contribution to the achievement of positive outcomes.

## Influences

There will be many internal and external factors which will influence the work of Education Services. The more prominent include;

- ◆ COVID 19 Response Plans and Scottish Government Education Continuity Statements
- ◆ The development of the National Improvement Framework (NIF) and NIF Evidence Reports
- ◆ The continued development of Regional Improvement Collaboratives
- ◆ The expansion of Early Learning and Childcare
- ◆ The national Governance Review and Empowering Schools agenda
- ◆ The Transforming Your Council programme
- ◆ The growing population, requiring new schools and services
- ◆ The potential impact on pupil numbers and staffing arising from Brexit
- ◆ The Equity Audit

## Planning Process

The Management Plan was developed by the Education Services Management team, using a range of information to ensure that services, activities and resources are aligned to:

- ◆ The council's Corporate Plan and the deliverables for which Education Services will be responsible for achieving or contributing to;
- ◆ Supporting the delivery of the council's transformation programme and Digital Transformation strategy

- ◆ The National Improvement Framework
- ◆ The Regional Improvement Collaborative Regional Improvement Plan

The process and timescales for the development and publication of the management plan is set out, including consultation with the appropriate stakeholders.

Corporate Plan	The Corporate Plan is approved by West Lothian Council, setting out the key priorities for all council services for the period 2018/19 to 2022/23.	February 2021
Education Services Planning	The service management team develop the plan taking account of a range of factors, business requirements and customer needs.	February to March 2021
Executive Management Team approval	The council's executive management team (EMT) will review all service management plans to ensure they are sufficiently focused on corporate priorities. The EMT will also review the plans annually, scrutinising performance and progress in the stated outcomes and actions.	March 2021
PDSP consultation	The Management Plan is taken to the relevant Policy Development and Scrutiny Panel(s) for consultation, providing Panel members the opportunity to shape planning and resource allocation.	April to June 2021
Management Plan launch	The service cascades the plan to Education Service employees to ensure that they understand the key priorities and challenges ahead and how they will contribute to successful outcomes.	April to June 2021
WLC website	The Management Plan is published on the council's website to provide detailed information for the public and external stakeholders on council services, resource allocation and performance.	July 2021
Management Plan updates	The Management Plan progress is reviewed by the appropriate PDSP each year.	April to June 2021

## Continuous Improvement

Education Services will continue to play a key role in the development and support of high quality customer services. Education Services will continue to engage with our customers to modernise structures and processes to ensure that they continue to provide the most efficient and effective model for service delivery.

Planned Improvement Activity in 2021/22 will focus on the implementation and achievement of the targets set out in the Council's Raising Attainment Strategy. Quality and performance will be improved through the Service's '*Moving Forward in Learning*' work, and through the support and challenge provided to head teachers from centrally based officers. This will be enhanced through the Regional Improvement Collaborative's professional learning offer for staff.

The expansion of early learning and childcare, to deliver 1,140 hours to every eligible child from April 2021, will continue, building on the strong progress towards increased flexibility and choice already achieved. Extended hours and increased choice were introduced as part of the phased implementation programme.



## Education Services Management Plan 2021/22

The Transforming Your Council programme will see changes to the way in which education, cultural and sport services are delivered. The empowerment of schools will provide opportunities to deliver improved outcomes.

## Education Services Scorecard

The service will report on the following key measures of the success throughout the lifetime of our plan (short term trend arrows: performance improved from previous year =

↑ / performance stayed same as previous year = ▬ / performance declined from previous year = ↓):

Indicators					
WLAM unit / service	PI Code & Short Name	2020/21 Performance	2020/21 Target	Performance against Target	2021/22 Target
<b>Schools</b>	P:EDSCH006_Percentage of parents rating their overall satisfaction with their child's school and education as good or excellent	80%	82%	↓	82%
	EDSCH012_Total number of complaints received by Education: Schools	219	210	↓	215
	P:EDSCH041_Cost per Pupil in West Lothian Secondary Schools	£6,964	£6,800	↓	£6,800
	P:EDSQA114_ Percentage of S5 pupils that Achieved five or more Level 6 Awards	44%	42%	↑	42%
<b>Quality Improvement</b>	P:EDQIT007_Percentage of Education Quality Improvement Team customers who rated the service delivered as good or excellent	100%	95%	↑	95%
	EDQIT010_Total number of complaints received by Education: Quality Improvement Team	14	2	↓	5
	P:EDQIT021_Cost Per School of Quality Improvement Team	£6,790	£6,790	▬	£6,790
	SOA1302_14_Percentage of schools and pre-school establishments receiving positive inspection reports	100%	100%	▬	100%
<b>Educational Psychology Service</b>	P:EDPSY007_ Percentage of schools/parents/partners responding to the Customer Satisfaction survey who agreed with the statement "The overall involvement of the Educational Psychology Service staff was good / excellent."	95%	85%	↑	85%
	P:EDPSY017_Total number of complaints received by Educational Psychology Service	0	5	↑	5
	P:EDPSY028_Cost per School of Psychological Services Provision	£6,716	£6,716	▬	£6,716
	P:EDPSY040_Percentage of children and young people attending the Educational Psychology Service Anxiety Management Groupwork programme for whom anxiety levels have reduced	100%	80%	↑	80%

Education Services Management Plan 2021/22

Indicators					
WLAM unit / service	PI Code & Short Name	2020/21 Performance	2020/21 Target	Performance against Target	2021/22 Target
<b>ASN Service</b>	P:EDIWS007_Percentage of ASN Service customers who rated the overall quality of the service as good or excellent	99%	96%	↑	97%
	P:EDIWS011_Total number of complaints received by Education: ASN Service	3	2	↓	0
	P:EDIWS022_ Cost per School of ASN Service	£3,456	£3,456	▬	£3,456
	P:EDIWS030_Percentage of Families successfully engaging in Independent Mediation Services	63.5%	90%	↓	70%
<b>Strategic Resources</b>	P:EDSRACS007_Strategic Resources (including Arts, Culture and Sport) WLAM Unit – Percentage of customers who rated the overall quality of the service as good or excellent	94%	95%	↓	95%
	P:EDSRACS010_Total number of complaints received by the Strategic Resources (including Arts, Culture and Sport) WLAM Unit	5	10	↑	8
	EDSR101_Central Resources: Cost Per School of Central Resources	£7,100	£7,100	▬	£7,100
	P:EDSR104_Percentage of School Payments Made Online	74%	70%	↑	75%
<b>Learning, Policy and Performance</b>	EDLPP007_Learning, Policy and Performance (including Community Learning and Development) WLAM – Percentage of customers who rated the overall quality of the service as good or excellent	94%	93%	↑	95%
	EDLPP010_Total number of complaints received by Education: Learning, Policy and Performance WLAM Unit.	22	25	↑	25
	EDPP340_Cost Per pupil of Customer Support Team (including school admissions).	£13.29	£13.25	↓	£13.29
	EDPP214_Percentage of P1 and S1 Requests Granted by the School Placement Panel	98%	98%	▬	98%

# Education Services Management Plan 2021/22

**June 2021**

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<b>Title</b>	<b>Purpose</b>	<b>Lead Officer</b>	<b>PDSP</b>	<b>Referral to Education Executive</b>
School Leaver Destinations	To inform the panel about the outcome of the Scottish Government Initial Destinations of School Leavers.	Stuart McKay	04/05/2021	18/05/2021
Equality Mainstreaming and Equality Outcomes	To present an update on progress on delivering the Council's Equality Outcomes and Mainstreaming Progress Report 2019-2021 and to present the draft Equality Outcomes and Mainstreaming Framework 2021 – 2025.	Julie Whitelaw & Pamela Roccio	04/05/2021	18/05/2021
Consultation on re-location of the new build Beatlie School	To inform the Panel of the proposed statutory consultation re-location of the new build Beatlie School.	Catherine Campbell	04/05/2021	18/05/2021
School Session Dates – 2022/23	To inform the Panel of the proposed school session dates for 2022/23.	Hannah Haywood	04/05/2021	18/05/2021
Education Services Management Plan 2021-22	To present the Education Services Management Plan for 2021/22 to the Education Panel.	James Cameron, Catrina Hatch & Greg Welsh	04/05/2021	N/A
Regional Improvement Collaborative Update	To update the Panel on the work of the Forth Valley and West Lothian Regional Improvement Collaborative	Elaine Cook	24/08/2021	N/A
Early Learning and Childcare (ELC) 1140 hours Implementation	To update the Panel on the implementation of 1140 hours of Early Learning and Childcare	Greg Welsh & Donna Adam	24/08/2021	07/09/2021
Pupil Placement Update	To update the Panel on the outcomes of the 2021 pupil placement process	Alison Raeburn	24/08/2021	N/A
SQA Alternative Certification Model Results 2021	To update the Panel on the outcome of the SQA Alternative Certification awards	Catrina Hatch	24/08/2021	07/09/2021