

Name of Committee:	Learning and Culture Scrutiny Committee
Date of Meeting:	<b>12/02/2019</b>
Relevant Scrutiny Committee:	Learning and Culture
Report Title:	<b>Annual Equality Monitoring Report 2017 - 2018</b>
Purpose of Report:	To inform Members about the Annual Equality Monitoring Report (Appendix A).
Report Owner:	<b>Rob Thomas, Managing Director</b>
Responsible Officer:	<b>Huw Isaac, Head of Performance and Development</b>
Elected Member and Officer Consultation:	Head of Performance and Development and Corporate Management Team
Policy Framework:	This is a matter for Executive decision.
<p>Executive Summary:</p> <p>This report brings to the attention of the Scrutiny Committee our progress against the equality objectives of the Strategic Equality Plan 2016 - 2020 and other actions taken to improve equality for people living and working in the Vale of Glamorgan.</p> <p>It summarises what Services have done to collect and analyse equality data on how people with protected characteristics have used their services. It notes what they have done to make improvements in the reporting period 2017 - 2018.</p> <p>It comments on progress made with each of the equality objectives and where we need to continue to focus our efforts.</p> <p>It refers to appendices which show the data collected and analysed by Services, a detailed report on employment information, and an employment action plan.</p>	

## **1. Recommendation**

That Committee considers the Annual Equality Monitoring Report for 2017 - 2018 and that any comments be referred to Cabinet on 4 March 2019 for final determination.

## **2. Reasons for Recommendations**

To allow us to meet our reporting duty under the specific duties for Wales and continue to make progress towards meeting the public sector equality duty.

To ensure our equality work is available for scrutiny by the Equality and Human Rights Commission and others.

## **3. Background**

The Equality Act 2010 includes a public sector equality duty (the 'general duty') as well as specific duties for Wales. The specific duties include the requirement to publish an annual report for the previous year by 31 March each year. The annual report must set out:

- the steps the Council has taken to identify and collect relevant information;
- how the Council has used this information in meeting the three aims of the general duty;
- any reasons for not collecting relevant information;
- a statement on the effectiveness of the Council's arrangements for identifying and collecting relevant information;
- progress towards fulfilling each of the Council's equality objectives;
- a statement on the effectiveness of the steps that the Council has taken to fulfil each of its equality objectives;
- specified employment information, including information on training and pay (unless it has already published this information elsewhere).

The Council may include in its annual report any other matter it feels is relevant to meeting the general duty and specific duties.

The Council is required to produce and publish a report on progress with equality issues annually by 31 March.

## **4. Key Issues for Consideration**

### **Progress since the last report**

1. We continue to monitor the protected characteristics of service users in the same services that we have reported in previous years, with the exception of Corporate Complaints. We have included for the first time information from the team managing the Well-being Plan.

## Agenda Item: 7

2. We continued to use the same form to gather the data and information needed for the report. The format encourages services to show how they have used the data gathered to make improvements to services.
3. Housing Solutions analysed its data to find out about the protected characteristics of their service users which assists them in offering appropriate solutions and types of accommodation. Their service users include people who have mobility challenges, learning disabilities, mental health issues, drug and alcohol issues, people dealing with domestic abuse, older people, young people, and ex-offenders. It tailors its service provision to meet the demands placed on the service as a result of these diverse needs, whether assessing existing services or setting up new ones. This is particularly important when making temporary housing placements. These are often shared accommodation with shared facilities, where the welfare and safety of people using this must be managed carefully.
4. The Supporting People Team in Housing uses its data to inform the Local Commissioning Plan. It analyses existing services, service users' needs, and the most appropriate approaches to market development and procurement in the local area. The needs mapping and equality data is used to feed into equality impact assessments which are carried out whenever new services are commissioned and when existing services are reshaped or decommissioned. Its equality impact assessments have ensured that protected groups are taken into account when implementing any change in services. It has recently commissioned a gender neutral domestic abuse service based on the information gathered through equality monitoring. The data indicated that there was a demand for a domestic abuse service that is accessible by male and transgender victims. It also uses data to monitor the difference between those who apply for housing related support and people who are subsequently referred for housing related support.
5. Housing Benefits and Council Tax Reduction makes available a survey form to all visitors to the Benefits counter. There is a poor response rate and people often ignore the equality questions. There are some mandatory questions on the application form relating to age, disability, and sex that are needed to calculate benefit entitlement. Housing Benefit and Council Tax Reduction legislation drives service decisions and determines what benefits people are entitled to, taking into account some of their protected characteristics.
6. The Revenues and Benefits Service makes a survey form available to all visitors to the counter. People use the survey to comment on ways to improve the service as well as providing details of protected characteristics. Only a very small number of forms were completed but these indicated general satisfaction with the service other than a need to improve the queuing system and provide privacy. Analysis of the survey showed that the responses were broadly representative of the ethnic diversity of the Vale.
7. Regeneration and Planning uses an annual customer satisfaction survey. There was a low response rate but it was found that the results aligned with the Vale of Glamorgan demographic. The age of respondents was as expected for planning applicants. The service makes staff available to advise on the planning permission process. There are a variety of ways to apply to make the service as accessible as possible.

## Agenda Item: 7

8. The Shared Regulatory Service routinely collects equality data. It asks for data on certain protected characteristics as part of its application forms and case interviews from victims of notifiable cases of communicable diseases, applicants for Hackney Carriage / Private Hire Drivers Licences, and as part of the HMO Licensing application process. For communicable diseases, this helps to identify certain risk groups and target interventions accordingly. For Licensing and Private Sector Housing, it is used to update and improve the changing needs of customers, and to ensure that a diverse range of residents and communities can access the service equally well. The service recognises that some of the information collected is not as useful as it could be and there are plans to introduce new monitoring methods. The service makes various documents and leaflets available in different languages, uses the Wales Interpretation and Translation Service as necessary, visits service users at alternative venues if they have a disability or difficulty in visiting the office, and assists service users who are unable to read or write by reading literature, or providing a DVD, rather than sending a letter.
9. The Children and Young People Service collects some equality data at the point of access to its services and during the assessment process. The age of a young person is a particular factor in identifying workforce capacity as there is a transition between teams at 15 years of age. Knowing whether a child is disabled or looked after also informs appropriate allocation of workforce capacity. Service provision is based on individual needs, which includes protected characteristics. The service has used its data to create positive outcomes for children and young people in a number of ways. An example of this was looking at which young people looked after by the local authority should transition to a team that would support them through to independence and leaving care. It piloted a transition at 14 years old but concluded that it was better to retain its 15 Plus Team and create a dedicated team for them.
10. The Adult Service records data at referral stage and checks it at each subsequent stage in the care management process. It has found that there has been an increase in the referral rate for both males and females equally. The age and disability of the service user is a particular factor in identifying workforce capacity, skills, and resources. The Service is based on eligibility for care and support which considers the individual, including their protected characteristics.
11. 'Achievement for All' in Learning and Skills uses data to identify gaps in attainment, for instance, between: those entitled to free school meals and those who are not; those with English as an additional language and those with English as a first language; children who are looked after and those who are not; girls and boys. It then uses this information to try and close the attainment gaps where they exist. It has used data to encourage the sharing of good practice between schools, to develop projects in relation to anti bullying and on-line safety, and to develop transgender guidance for schools.
12. The Youth Service has used its data to identify a number of things: that there was a decrease in 11 - 13 year olds and 17 - 19 year olds using the service; an increase in 14 - 16 year olds; a fairly even gender balance; and no significant changes to the ethnicity breakdown. It recognises that it has not yet obtained ethnicity data for a significant amount of its members and is planning to address this. It also wants to increase opportunities for older age groups of young people and young people with additional

## Agenda Item: 7

learning needs. It makes sure the documents that it produces are accessible to young people. Across the Vale, there are a number of forums and a youth cabinet to support the service in consulting with protected groups and hard to reach young people. Its Participation Team has worked with the Children's Commissioner to create Super Ambassadors who are elected from all groups across the Vale. It has a successful Rights Ambassador programme that trains young people on the United Nations Convention on the Rights of the Child and enables them to train their peers.

13. The Children and Young People's Partnership Team uses data to monitor the gender and ethnicity of users of its school and community based counselling service. Service users are predominantly female and White. It reviews the data termly and annually and offers each school the opportunity to discuss its data. In the development of its Families First funded projects, it identified a lack of co-ordination in the way they were collecting data on of the protected characteristics and subsequently added it to normal reporting. It targeted a well-being service (Bounce Back) in Bryn Hafren to help reduce waiting lists. It works with the participation unit in the Learning and Skills Directorate to ensure that young people are actively involved in the commissioning and management of services.
14. The Library and Information Service collects data to: assist service delivery and development; improve stock selection; improve other services such as events and activities; provide resources for people with disabilities such as large print, talking books, books in Braille, signed movies for people who are deaf, dementia friendly books, and books on prescription for people with mild to moderate mental health issues; and to supply a wide range of material from different cultural backgrounds. It has looked at trends in data to identify that key groups of library users are older people, and younger children and their carers. There are also more female users than male. The age groups that use the library least are older teenagers and people in their twenties. People who report a disability often do so to gain access to free loan of talking books or the housebound service.
15. The Registration Service carries out an annual customer satisfaction survey. It uses this to identify any specific needs and where possible, to make changes to accommodate service users with protected characteristics. The survey confirmed a high level of customer satisfaction. It used this for feedback on the choice between a standard service and priority service for an additional fee. Half of its customers confirmed that they would not pay for a priority service, the majority being men, and all were over 60. It uses a translator for people who do not understand English to facilitate marriages and civil partnerships.
16. The Well-being Planning Team supports the development of the Public Service Board's Well-being Plan. This involves consultation and engagement, including collecting equality information. There has been a focus on engagement and community participation including volunteering, co-production, time-banking, and work to make our communities more cohesive such as the preventative work being carried out by Safer Vale on domestic abuse. There has been much engagement with children and young people as well as with the Vale 50+ Strategy Forum. Feedback from this engagement will be used to address issues such as the first 1000 days, adverse childhood experiences, parenting support, and tackling inequality linked to deprivation.

## Agenda Item: 7

17. The Community Safety Team has reported on its community cohesion work. This has included: drafting terms of reference in plain English for the Community Cohesion Group; developing core membership for the Community Cohesion Group including representation from the LGBT and BAME communities; seeking the views of protected groups on community cohesion; encouraging hate crime reporting; and working in partnership with local members of the trans community to raise awareness of how to promote trans inclusion and equality.
18. The Communications Team carries out engagement and consultation on behalf of services. It includes equality monitoring questions in surveys and analyses the responses from protected groups. The analysis of this equality data has shown that it hears most often from people with a disability and least often from the BAME community. The Team has put in place measures to try and increase responses from the BAME community.
19. There is no report on corporate complaints due to staff turnover. Arrangements are being made to collect this information for future reports.
20. The Equality Team, Human Resources Team, and LGBT+ and Allies Network worked to identify what needs to improve to make the Council more inclusive of lesbian, gay, bisexual, and transgender people. The Council continued to be a Stonewall Diversity Champion and improved its rating under Stonewall's Workplace Equality Index.
21. In Human Resources, work continued to reduce the gender pay gap. It has further reduced. We are using apprenticeships to attract more young people to work for the Council to reflect the age profile of our community.
22. **Areas to address**
23. The extent to which data is analysed and used to improve services continues to be variable. This is for a variety of reasons including systems that do not support the analysis of information, gaps in staff knowledge, reluctance of service users to complete more forms, and concern that a survey of users may not reflect a true picture. We need to continue to work on this but we do have more services reporting on their data in this monitoring report.
24. We continue to make progress with equality objectives as described in the bullet points below.
  - A number of services continue to collect data and monitor access to services. We continue to use the corporate form so that there is a more consistent approach to gathering information and it is line with Welsh government guidance. We encourage services to analyse the data they collect and think how they can use it to improve services to meet the needs to a diverse range of service users.
  - To close education attainment gaps, we have monitored the data of vulnerable groups closely, including attendance data. The Education Welfare Service uses the data to target schools for support, particularly primary schools. This includes meeting with Head Teachers, lead officers, and administrative staff. The Attendance audits have been changed so that they now include a section that highlights the attendance of pupils who have free school meals. There are checks on how schools use the Pupil Deprivation Grant to increase the engagement of this group of

## Agenda Item: 7

children. In secondary schools, the attendance of children who are looked after or who have additional learning needs has improved and those with English as an additional language is particularly good. In primary schools, children who are looked after have attended consistently well. Attendance has fluctuated for those with English as an additional language but is generally satisfactory. Attendance has remained at a consistently lower level for those with additional learning needs. Education teams work together to ensure the inclusion of these groups of pupils through awareness training and by challenging schools to improve attendance.

- To make public documents easier to understand, from time to time, we promote our plain language and style guidance and remind staff about using it. We have an e-learning module that covers the essentials of plain language. It provides information on planning in advance, avoiding complex language, being clear, and shows some examples. We are developing a core competency framework which will include a plain language competency. Assessment for this competency will take place during the appraisal process with support for further learning where required.
- We have been raising awareness of equality responsibilities and the needs of protected groups. We run a training programme for staff, tailored where necessary to the needs of particular teams. We primarily focus on equality awareness training but also run sexual orientation and gender identity awareness training, deaf awareness training, race awareness training, and equality impact awareness training. This is supplemented by the availability of e-learning modules. We raise public awareness through use of social media and participation in other appropriate events or campaigns. Examples include tweets on mental health, LGBT+, and disability issues as well as an event on gender identity and inclusion. This work continues.
- To involve a diverse range of people in policy and service development, we have produced guidance on engagement to ensure we have feedback that will help us understand the impact of our work. There is an e-learning module on equality impact assessment which covers the need to engage with people. We have in place an equality impact assessment process which includes guidance, examples, and links to research to help managers undertake this process effectively. This guidance includes the need to engage with stakeholders.
- To encourage more reporting of harassment and discrimination, we have re-launched our Community Cohesion Group. It has a renewed focus on community membership. We have established links with the Police Youth Volunteers to promote a youth voice in the Group's work. This helps to ensure that we can keep a check on tensions in the Vale and that we can respond effectively if they arise. The Hate Crime Officer has delivered outreach sessions in schools and prisons to promote awareness of hate crime and how to report incidents.
- We have also carried out anti-bullying work in schools to reduce bullying with a focus on vulnerable groups who are more likely to be victims of bullying. We have achieved this by: the monitoring of bullying incidents school by school; sharing this information with Challenge Advisers; the monitoring of bullying incidents by protected characteristics; the development of model bullying policies; support and challenge visits to schools as a result of data analysis followed up by review visits if

## Agenda Item: 7

necessary; the provision of model anti-bullying policies; suggestions for activities for anti-bullying week.

- With regard to domestic abuse, we work closely with Specialist Domestic Services and Supporting People to ensure that victims of domestic abuse have access to help support and protection. This work includes signposting to specialist services such as BAWSO, DYN Project, Rainbow Bridge, and Live Fear Free; arranging training and awareness raising days and activities; advertising Atal y Fro services through social media, press, and awareness training events; running campaigns and raising awareness throughout the year, targeting events such as the White Ribbon campaign, International Women's Day, 16 days of action, and PRIDE; and holding two conferences on domestic violence and abuse to understand what works well. As a result of these events, we have developed training in respect of domestic violence and substance misuse. We work with the Older Person's Co-ordinator, the Vale 50+ Forum, the Community Safety Partnership, and Atal y Fro to increase visibility and services across the Western Vale.
  - To reduce the pay gap and improve employment opportunities for people in protected groups, we have a workforce plan to help ensure the Council's employees reflect that of the community. This includes actions to reduce the gender pay gap. We look at data to check on progress and the pay gap has reduced. The employment information section of the report shows that the gender pay gap is less than it was in 2011. We will continue to monitor this.
25. Equality maintains a high profile as we progress the Strategic Equality Plan and work to ensure that we carry out equality impact assessments of the budget cuts and the 'reshaping services' agenda. From time to time, we remind departmental management teams of their responsibility to undertake equality impact assessments of proposals, budgets, and changes to policy and practice.
26. The Council does not have comprehensive information on all the areas that it must report on but we continue to encourage services to do this.

Schools are listed public authorities under the Public Sector Equality Duty specific duties in Wales. As such, they are responsible for producing their own annual equality monitoring reports. When the duties were introduced, they received guidance from the School Improvement Service and the Welsh Local Government Association. The work of schools is monitored by the Learning and Skills Directorate.

## **5. How do proposals evidence the Five Ways of Working and contribute to our Well-being Objectives?**

The Strategic Equality Plan is compatible with the five ways of working and the well-being objectives.

It is a long term plan aiming to improve equality for residents over a period of time through the achievement of its equality objectives. We have used research and

## Agenda Item: 7

evidence from the Equality and Human Rights Commission's 'Is Wales Fairer' which outlines the key challenges for improving equality in Wales.

It aims to prevent identified challenges from getting worse and to put in place measures which can improve fairness and equality for people who live or work in the Vale of Glamorgan. This is underpinned by our responsibilities under the 'general duty' of the Equality Act 2010 and the specific equality duties for Wales.

There is alignment between the well-being objectives and the Strategic Equality Plan. We have mapped the well-being objectives against the key challenges for Wales referred to above and there is a fit.

The equality objectives can only be achieved if there is collaboration across Council Services. There are equality objectives relevant to most services, such as collecting and analysing data, and engaging with protected groups. Others are specific to a particular service, such as the domestic abuse objective. In turn some of these will need collaboration with external partners. For example, our Community Safety Team works closely with Atal y Fro - an external organisation providing services for those experiencing domestic violence.

To develop the original Strategic Equality Plan in 2012 and to update it in 2016, we involved people through an engagement and consultation process with stakeholders and the public to develop our equality objectives. Each of the equality objectives has an action plan to explain what we aim to do to achieve that objective. There is an [equality impact assessment](#) in place which describes the impact of this work on protected groups.

## **6. Resources and Legal Considerations**

### **Financial**

Officer time is needed to collect, analyse and report on equality and employment information on a regular basis. The benefit is a better understanding of how to target resources to deliver services which best meet the needs of users.

The actions ensure that the Council complies with legislation (avoiding a potential adverse cost implication for non-compliance).

### **Employment**

Officer time is needed to collect, analyse and report on equality and employment information on a regular basis. The benefit is a better understanding of how to target resources to deliver services which best meet the needs of users.

### **Legal (Including Equalities)**

27. The Equality Act 2010 created a public sector duty, replacing the race, disability and gender equality duties. The duty came into force in April 2011. The duty covers age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or

## Agenda Item: 7

belief and sexual orientation. Under the general duty, public sector organisations must have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity between different groups;
- foster good relations between different groups.

28. The duty to have due regard to the need to eliminate discrimination also covers marriage and civil partnership.
29. The Equality Act gives Welsh Ministers the power to impose specific duties through regulations. The specific duties are legal requirements designed to help public bodies meet the general duty. These were published in April 2011.
30. The Equality and Human Rights Commission published guidance on the public sector equality duty for Wales on 8 June 2011. It performs a regulatory role to ensure that listed bodies comply with the duty. If the Equality and Human Rights Commission believes that the Council has not complied with a public sector equality duty, it has the power to seek compliance.
31. The Annual Equality Monitoring Report sets out how the Council has been working to meet the general duty and public sector equality duty for Wales.
32. The Council is required to collect, use, and publish equality and employment information to help understand how its policies, practices and decisions affect individuals who share one or more of the protected characteristics. This process is essential if the Council is to comply with the requirements of the public sector specific equality duties in Wales. The information is required to accurately inform the equality impact assessment process, the Strategic Equality Plan and equality objectives.
33. The work reported upon in the Annual Equality Monitoring Report will assist in promoting community cohesion by meeting the diverse needs of local people and improving equality of opportunity.

## 7. Background Papers

Equality and Human Rights Commission Guidance: [Annual reporting, publishing and Ministerial duties: A guide for listed public authorities in Wales](#)

Stonewall's '[What's it got to do with you?](#)' leaflet.

Welsh Government '[2012 - Collecting Equality Data and Harmonised Standards Best Practice](#)' guidance.

[Equality and Human Rights Commission's Technical Guidance on the Public Sector Equality Duty Wales](#)

**Vale of Glamorgan Council's Annual Equality Monitoring Report  
1 April 2017– 31 March 2018**



**Appendix A**

**The Vale of Glamorgan Council's  
Annual Equality Monitoring Report  
2017 - 2018**

**You can ask for this document in other formats.  
For example: larger font; on different colour paper.**

**You can ask for this document in Welsh.  
You will find a Welsh version on our website.**

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

## Contents

Introduction .....	4
Background.....	4
Steps taken to identify and collect relevant information .....	6
Reasons for not collecting relevant information .....	8
Statement on effectiveness of steps taken to fulfil each of our equality objectives.....	8
Other matters relevant to the general duty and specific duties .....	19
Equality Impact Assessments.....	19
Training .....	20
Show Racism the Red Card Campaign 2017 – 2018 .....	20
Gypsy and Traveller Reporting Forum and Reporting System 2016 – 2017 .....	22
Disability Confident Scheme.....	23
Integrated Autism Service (previously Adult Autism Advice).....	24
Vale 50+ Strategy Forum 2016 – 2017.....	25
Arts Development.....	29
Leisure Services.....	33
Working as a Stonewall Diversity Champion .....	41
Job Evaluation.....	41
The Workforce Plan (2016 – 2020).....	42
Specified employment information, including information on training and pay.....	43
How to contact us .....	45

**Vale of Glamorgan Council's Annual Equality Monitoring Report  
1 April 2017– 31 March 2018**

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

## Introduction

This report tells you about our equality work between April 2017 and March 2018. We do this to meet our duties under:

- the Equality Act 2010;
- the Public Sector Equality Duty (known as the 'general duty'); and
- the specific duties for Wales.

We tell you how we have collected and used information to:

- eliminate unlawful discrimination;
- advance equality of opportunity; and
- foster good relations.

We also tell you about:

- how we are getting on with our equality objectives;
- the people we employ; and
- other equality work.

## Background

We have described our main equality work in our [Strategic Equality Plan](#).

We agreed this plan in March 2016. It is based on our original plan from 2012. There were a number of things we had to do to develop the first plan. We list the main steps below.

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

- We looked at how much information we had on the people using our services. We especially wanted to know which **protected groups** were using our services.
- We met with local organisations to see if there were areas that we could work on together.
- We looked at other plans to see if they had actions that needed to be in the Strategic Equality Plan. These plans included the Community Strategy, Corporate Plan and the Equality and Diversity Scheme.
- We arranged events for us to meet with other organisations that have an interest in the needs of protected groups. We went to their meetings if they could not come to ours.
- We consulted with the public, staff and trades unions.
- We talked to people about what our priorities should be.

This helped us to decide on our equality objectives. These are an important part of the Strategic Equality Plan.

We consulted people again towards the end of 2015 to help us decide how to update the plan. The main message was to keep working on the areas we are already working on. We have developed these using more recent research such as 'Is Wales Fairer' by the Equality and Human Rights Commission. We have also made links with our Corporate Plan.

To make sure we achieve the equality objectives, we put actions in service plans. These plans guide the work of each service area (such as Housing, Visible and Social Services). Each service has to monitor progress with these actions and report on this.

The Leader of the Council leads on equality issues. Directors take the lead in their own service area.

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

We find out about the latest issues and guidance in a number of ways, including through the Equality and Human Rights Commission network.

## **Steps taken to identify and collect relevant information**

We have been collecting information about who uses our services for some time. We have not always done this in the same way across the Council. Also, we have not always collected data on all protected groups.

For this reason, in 2011, we devised a new form and spoke to managers to explain the importance of using it. We encouraged services to improve how they use this information to help them plan their work to better meet people's needs.

When we started, we looked at information from key services:

- Libraries;
- Housing;
- Public Protection;
- Housing Benefit; and
- Social Services.

In this year's report, we reported on more services than we have before:

- Housing Solutions
- Supporting People Team, Housing
- Housing Benefits and Council Tax Reduction
- Revenue and Benefits
- Regeneration and Planning

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

- Shared Regulatory Service
- Social Services – Children and Young People Services
- Social Services – Adult Services
- 'Achievement for All', Learning and Skills
- Youth Service
- Children and Young People's Partnership Team
- Library and Information Service
- Registration Service
- Well-Being
- Community Safety
- Communications

When we look at the information gathered, we consider:

- the data gathered over the last few years;
- the systems used to gather the data; and
- how Services use this information to make improvements.

This helps Managers to identify gaps in the information and take appropriate action.

To clarify why Managers need to collect the information, we use guidance from Stonewall. You can see the guidance in [Appendix 1](#). The form we used to gather information is in [Appendix 2](#).

You can find the equality information that Services have collected in [Appendix 4](#). Each Service says how it has used the information to meet the three aims of the general duty.

The form we use to gather information for this report, encourages Services to show how they have used the information to make improvements to services.

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

## Reasons for not collecting relevant information

Some of the reasons for not collecting information include:

- staff asking users for personal information face-to-face;
- users not wanting to complete another form on top of a long application form;
- concern that limited surveys do not reflect a true picture;
- not having systems to collect the information.

We encourage managers to explain how important this information is in improving services.

## Statement on effectiveness of steps taken to fulfil each of our equality objectives

Here is a short outline of how we developed our original objectives. You can find full details of this in our first [Strategic Equality Plan](#).

- We used national research to help us understand the issues. For example, we looked at 'How Fair is Wales', and 'Not Just Another Statistic' reports. The Equality and Human Rights Commission produced these reports.
- We looked at whether we had any information in the Council to tell us more.
- We talked to groups who know about the interests of protected groups.
- We consulted with our own staff and the public.
- We agreed the equality objectives that we would work on for the next 4 years.

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

To review our objectives, we looked at more recent research such as 'Is Wales Fairer' by the Equality and Human Rights Commission. We also carried out engagement and consultation.

Following this, we agreed our equality objectives. We show what work we have done on these below.

## **Equality Objective 1: Collect and analyse service data by protected characteristic so services meet the diverse needs of the public**

We have increased the number of services collecting and analysing data by protected characteristic. Services look at this information to see how they can improve services for people in protected groups. Services are also able to use this information when they are thinking about the equality impact of changes to their services.

You can see more about this in [Appendix 4](#).

## **Equality Objective 2: Close attainment gaps of children in protected groups**

We have looked at how to close attainment gaps in a number of ways.

### **Attendance**

We monitor attendance data of vulnerable groups closely. Officers from the Education Welfare Service use this data to target schools for support.

We monitor the attendance of groups of children that we think are vulnerable learners. This includes children who:

- are eligible for free school meals (eFSM);
- are looked after (CLA) by the local authority;
- have English as an additional language (EAL); or
- have additional learning needs (ALN).

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

The attendance of children entitled to free school meals in secondary schools has increased by 0.2% over the last 3 years. It still lags behind the overall attendance for secondary pupils. Overall secondary school attendance increased by 0.4% over the same period. So the gap is widening and we need to make further improvements.

The attendance of children entitled to free school meals in primary schools has decreased by 0.2% over the last 3 years. As overall attendance decreased by 0.1% over this period, the gap between these children and overall attendance has decreased slightly. It still requires improvement.

The Educational Welfare Service will continue to focus its school improvement work in the primary sector. It meets with Head Teachers, lead officers for attendance, and administrative staff.

In these meetings, we consider how school systems are working, how we can improve them, and scrutinise the use of attendance codes. We also identify pupils for whom we need to take different action. This might include a request for a Fixed Penalty Notice or referral to the Education Welfare Service.

We have changed the Attendance Audits so that they include a new section. This highlights the attendance of pupils entitled to free school meals. It also checks how schools use the Pupil Deprivation Grant to increase the engagement of this group of children.

The attendance of secondary school children who are looked after by the local authority shows a sustained increase over the last 2 years. The attendance of pupils with English as an additional language is particularly good in secondary schools. Pupils with special educational needs had consistently lower attendance than pupils with English as an additional language and children who are looked after. The attendance of children with additional learning needs has improved over the last 3 years. For secondary schools, overall attendance of children with English as an additional language was 96.4% and for primary was 95.4%.

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

In primary schools, children who are looked after by the local authority have attended consistently well. The attendance of children with English as an additional language has fluctuated a little but is generally satisfactory. Primary school attendance of children with an additional learning needs has remained at a consistently lower level.

In addition to the Educational Welfare Service, there is a team working with children who are looked after by the local authority and children with English as an additional language to make sure these pupils are included in all aspects of school life. They do this through awareness training and challenging schools to improve attendance. Teams in the Inclusion Service continue to work to provide appropriate interventions. This includes provision that promotes the engagement of children with a wide range of special educational needs. This is done on an individual and group level depending on need.

## **Equality Objective 3: Make public documents easier for people to read and understand**

From time to time, we raise awareness of plain language guides. We have put a plain language and style guide on StaffNet for staff to refer to. We also have a guide to grammar, a plain language dictionary, and a guide to punctuation.

We have an e-learning module that covers the essentials of plain language. It provides information on planning in advance, avoiding complex language, being clear, and shows some examples.

We are developing a core competency framework. We have a communication competency which will include using plain language. Assessment against this competency will take place during the appraisal process. There will be support for further learning where required.

## **Equality Objective 4: Help staff know more about equality law, and staff and the public to understand the needs of protected groups**

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

We continue to offer equality awareness training and from time to time training on the needs of specific groups such as deaf awareness training. We have e-learning training modules. These cover equality awareness, equality impact assessments, and transgender awareness.

We run equality impact assessment training every three years and as this was held at the beginning of 2016, we have not run another programme in this reporting period.

We continue to raise public awareness through:

- social media;
- events; and
- working with other organisations.

Examples include:

- Tweets on various equality issues including mental health, sexual orientation, gender identity, and disability.
- Event to raise awareness of gender identity and the importance of inclusion.
- Supporting one of Diverse Cymru's projects to gain a better understanding of more inclusive engagement and to produce a toolkit for this purpose.

## **Equality Objective 5: Seek the views of protected groups on proposed changes to policy, budgets and services**

We have an equality impact assessment process in place. This has been reviewed and relaunched, with links to guidance, examples, and research to help officers carry out effective assessments.

We have a Communications Team that provides advice on engagement to services. The Communication Team keeps a list of organisations that we can talk to about the needs of

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

protected groups to assist in this process. This helps services to find out about the views and needs of protected groups so that these shape policies, decisions and services.

You can see examples of equality impact assessments on our website. You can read about how the engagement process works in the Communications report in [Appendix 4](#).

## **Equality Objective 6: Encourage people with protected characteristics to report hate crimes, harassment and discrimination**

The Community Cohesion Group has met quarterly. It has a members from the community. It also has representatives from the Community Safety Team and South Wales Police.

A representative from the Police Youth Volunteers provides input into the group's work from a youth perspective.

The Group continues to monitor and respond to tensions in the Vale as part of a multi-agency partnership.

The Community Cohesion Group has put in place a development plan. This has helped to attract and keep members. The Group uses online and social media platforms to get information about what is happening in the community. It has made links with new partner organisations.

The Community Cohesion Group looks at reports on hate crime every three months. These reports include information on protected characteristic. They also have data and case studies on anti-social behaviour, stop and search, and the use of force. The Community Cohesion Co-Ordinator and the Hate Crime Officer meet regularly to monitor tensions in the community.

The South Wales Hate Crime Officer has delivered outreach sessions in schools and prisons to promote awareness of hate crime and how to report incidents.

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

Last year, the Vale of Glamorgan and Cardiff CONTEST (Counter Terrorism) Boards merged. The CONTEST Board makes sure that key officers understand potential community tensions and trends concerning extremism. In summer 2018, the Board agreed to develop a regional Channel process. This will help it share expertise across the region and support the exchange of resources and information. In turn, this will develop a better understanding of regional trends.

Other work done through the Community Cohesion Group includes:

- writing terms of Reference for the Community Cohesion Group in plain English;
- developing a core membership that includes representatives from people who are lesbian, gay, bisexual, or transgender and from Black, Asian, and minority ethnic communities;
- seeking the views of protected groups on community cohesion and encouraging hate crime reporting through the Community Cohesion Group;
- working with local members of the trans community to put on an event to raise awareness of how to promote trans inclusion and equality.

## **Anti-bullying in Schools**

We work with schools to reduce bullying. We focus on vulnerable groups who are more likely to be victims of bullying. We have achieved this by:

- providing schools with a wellbeing “capacity building tool” with good practice to deal with bullying;
- monitoring bullying incidents school by school;
- sharing this information with Challenge Advisers;
- monitoring bullying incidents by protected characteristics;

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

- developing a model anti-bullying policy which all schools have adopted;
- support and challenge visits to schools to look at data, with review visits if necessary;
- suggestions for activities for anti-bullying week;
- safeguarding training to all schools, including information on bullying and on-line bullying;
- development of a Transgender Toolkit to provide guidance to schools on the risk of bullying for this group of young people, outlining how schools can prevent this.

These elements have a clear focus on children and young people feeling safe in schools.

We collect the number of incidents of bullying by protected characteristics. We monitor this to see if there are trends we need to deal with.

We have not found trends from current data which need action. This indicates that the range of interventions we use are working. However, we recognise that national and UK data shows that certain groups are more at risk of bullying:

- pupils with Additional Learning Needs;
- disabled pupils;
- lesbian, gay, bisexual and transgender (LGBT) pupils;
- ethnic minority pupils;
- pupils from a religious background.

This is why we have provided much information to schools so that they have this awareness and take measures to deal with it.

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

Show Racism the Red Card and Stonewall have delivered training which highlights that children and young people often have a number of protected characteristics and that this increases vulnerability to bullying. This is an area we will seek to develop in future.

The challenges have been as follows:

- ensuring that all schools complete the bullying return on a termly basis;
- developing a common understanding of what constitutes bullying;
- our capacity to monitor anti-bullying procedures in schools;
- the number of reported incidents of identity-based bullying is low.

The support we have provided to schools has helped them to support children and young people. The schools inspectorate, Estyn, has recognised this. Of the schools it inspected since 2016, Estyn rated 98% of them as either good or excellent for Wellbeing and Care Support and Guidance.

## **Equality Objective 7: Find new ways of reaching victims of domestic abuse and raise awareness of domestic abuse services in the community.**

We have recently worked with Cardiff and Vale Health Board to write a Regional Strategy for Violence Against Women, Domestic Abuse and Sexual Violence 2018-2023. This sets out how partners will shape and deliver responses to all forms of domestic abuse and sexual violence across the region. The vision is:

People who live, work, study in, and visit Cardiff and the Vale of Glamorgan, have the opportunity to live positive, independent lives without being affected by violence and abuse.

We work in partnership with the Specialist Domestic Services - Atal Y Fro and the Council's Supporting People Team. Together we ensure that victims of domestic abuse have access to help, support, and protection. This includes: refuge, second stage and

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

dispersed housing; and counselling access to relevant programmes, including outreach support.

We also sign post to specialist services when required such as BAWSO, DYN Project, Rainbow Bridge and Live Fear Free.

We arrange and facilitate training and awareness raising days and activities. These are widely advertised across the Vale of Glamorgan.

Atal y Fro advertises its services through social media, press, and awareness training events. It works with statutory and third sector organisations to ensure their services are advertised to as many people as possible including the rural Vale.

We run campaigns and raise awareness across the Vale of Glamorgan and Cardiff throughout the year. We target certain events in the calendar such as the White Ribbon campaign, International Women's Day, 16 days of action, PRIDE, Safeguarding Week. We focus on relevant topics about violence against women, domestic abuse and sexual violence.

We ensure campaigns and awareness raising are ongoing. These campaigns are face to face, engaging service users, conferences, social media, radio, television and the press. Information will also be on leaflets, letter heads, and emails.

We report every quarter and every year to Welsh Government on our Regional Delivery Plan. We report on progress with the Cardiff and Vale Regional Violence Against Women, Domestic Abuse & Sexual Violence Strategy 2018- 2023. This report includes information on protected characteristics. We also report to the Community Safety Partnership.

We work with the Older Person's Co-ordinator and the Vale 50+ Forum to increase visibility and services across the Western Vale. We work with the Community Safety Partnership to hold events in the Western Vale. Atal y Fro has a good relationship with RAF St Athan and regularly holds awareness raising events in the Camp.

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

## **Equality Objective 8: Reduce the gender pay gap and improve employment opportunities for protected groups**

We have a workforce plan to help ensure the Council's employees reflect that of the community. This includes actions to reduce the gender pay gap. We look at data to check on progress.

The gender pay gap has reduced:

- On 31 March 2016, the gender pay gap was 8.88%.
- On 31 March 2017, the gender pay gap was 8.81%.
- On 31 March 2018, the gender pay gap was 8.01%.

We are working to attract more young people to work with us as the proportion of young staff that we employ does not reflect the proportion of young people in our community. We have been using apprenticeships to do this.

We have offered and continue to offer a number of foundation apprenticeships to young people who are 16 - 24 years old. We have 23 apprentices currently in the Council. From April 2017 to March 2018, we employed apprentices mainly on an agency basis. From March 2018, we employed apprentices directly. This means that as of March 2018, we employed 20 apprentices on an agency basis and we employed a further 3 directly ourselves.

In our annual equality reports, we have reported on a range of employment information: pay for men and women; different age groups, gender reassignment, national identity, race and ethnicity, disability, sexual orientation, religious belief, marital status and Welsh language ability.

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

## Other matters relevant to the general duty and specific duties

You will see in [Appendix 4](#) that there are a number of ways in which services have collected data and promoted equality.

### Equality Impact Assessments

We have had a system for assessing the impact of our work on protected groups for many years. We review and improve it from time to time. We publish the results of our assessments on our website.

In January 2017, we introduced a new process for carrying out equality impact assessments. It links to guidance, research and data. It only allows officers to start the process and they then have to contact the Equality Team for advice. We hope that this will improve the quality of the assessments.

We continue to support managers to think about their work in this way. We provide training on how to carry out assessments. There is an e-learning module for people to learn on-line how to do it. We ask them to show their thinking in a formal record that we can publish.

During the last few years, it has been important for us to think about how budget cuts might affect our services. As we prepare budgets, we think about how changes might affect protected groups. We also think about how we can minimise adverse impacts on them. We publish on our website the assessment of how the budget impacts on protected groups.

More recently, we have also had to think about providing services in a very different way. This is because we know that each year, for the next few years, there will be less money to spend on services. As we do this, we think about how this will affect protected groups and we talk to them about it.

You can see our published [equality impact assessments](#) on our website.

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

## Training

We continue to provide a programme of short training sessions to make sure that staff know about new equality law. We continue to offer e-learning modules. One of these tells staff the basic things they need to know about equality. Another tells staff how to assess the impact of their work on protected groups (equality impact assessments). A third gives people information about transgender issues.

People can look at these on the computer at their desks. They can also access them from home. This can make it easier for some people to do the training. We can monitor who has completed this type of training.

There are some staff who are unable to attend the training sessions and do not have access to e-learning modules. For these staff, we can provide a booklet that explains the key things they need to know.

We also provide other types of training from time to time such as deaf awareness training, and sexual orientation and gender identity awareness training.

## Show Racism the Red Card Campaign 2017 – 2018

We continue to work with Show Racism the Red Card. This is a charity that works with young people to raise awareness of racism and homophobia. It uses footballers and other sports stars as role models to do this. It delivers workshops to young people about racism and provides fun fitness sessions.

In 2017 - 2018, there were 35 workshops across 17 Vale of Glamorgan Schools, including:

- 32 primary schools;
- 3 secondary schools;

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

They met with 1253 children and young people. In a follow-up survey conducted 3 months after the workshops, a third of teachers strongly agreed and two thirds agreed that the workshops had made a positive difference to the way pupils acted towards each other. Here are some of the comments they made:

'Pupils are more confident of using the correct terms and they learned valuable lessons about stereotyping and making judgements based on appearance.'

'Yes. It is always good to discuss issues such as racism and it was done in a tactful, sensitive way.'

'I like how they challenge stereotypes, looking how everyone is different.'

'I think it will help pupils to realise that we are all different. It also helps them to think twice about stereotyping and reinforces our golden rule of treating others as you would like to be treated.'

Before and after workshops, a sample of primary school pupils revealed that pupils' understanding of racism went from 44% ('excellent' and 'good') to 95% ('excellent' and 'good'); and confidence in talking about racism went from 29% ('excellent' and 'good') to 70% ('excellent' and 'good'). 18% of all respondents also answered yes to the question "Have you or a friend suffered from racism in school?"

Young people from All Saints Primary School attended a Show Racism the Red Card Wales Club event with Barry Town United Football Club. This was held at Jenner Park Stadium. The Council's Mayor, Leader and Managing Director attended the event which ended with a press conference with the Mayor, the Club Manager, and current and former professional players. They gave goody bags to the young people who asked the best questions and match tickets to all who attended.

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

## Gypsy and Traveller Reporting Forum and Reporting System

We continued to support a Gypsy and Traveller Forum. The people on the Forum are from services that work with Gypsies and Travellers. These included:

- Cardiff and Vale University Health Board;
- Community Safety;
- Social Services;
- Environmental Health;
- Estates;
- Legal Services;
- Pupil Support services;
- South Wales Police Minority Support Unit.

The group made sure there were systems in place to support Gypsies and Travellers when they arrived in the area. There was a system to report new arrivals, assess welfare needs, and share information.

We monitored our site reporting system. When officers found out that there was a new Gypsy or Traveller site, they reported it to our Contact One Vale contact centre. We shared this information with the other members of the group. This occurred four times during this period.

Our Housing Department made first contact with Gypsy or Traveller families when they arrived in the area. They found out about matters such as welfare needs and length of stay. It gave this information to our Contact Centre to pass on to members of the Forum.

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

During 2017 – 18, we continued to keep membership under review to make sure we knew which people to contact in each organisation. This allowed us to continue working well when there were matters we needed to deal with.

## **Disability Confident Scheme**

We are proud to be a member of this scheme. It recognises employers who help disabled candidates into work and support employees if they suffer ill health during their working lives.

Under the scheme, we help people with disabilities in a number of ways.

- **Accessible interviews**

We remove barriers to interviews by providing things like: car parking; signers; Braille; wheelchair access; a loop system; or interpreter.

- **Prior Consideration**

We guarantee an interview to people with disabilities so long as they meet the minimum requirements of the Person specification for the post.

- **Interview location**

We are able to arrange for a visit to the interview location before the interview. We can then make adjustments or adaptations before the interview if people need them.

- **Developing abilities**

We make sure that there is an opportunity for people to develop and use their abilities. We do this through our Personal Development Review system.

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

- **Supporting employees**

We support employees to stay in employment if they become disabled. We provide an Occupational Health service and a Counselling Service.

- **Raising awareness**

We arrange training to help staff know more about disability. We also advertise our commitment on our Staffnet and on posters in the building.

- **Reviewing the scheme**

We check regularly how the scheme is running and plan improvements. We have been able to trial a job experience scheme this year and have offered placements to several job seekers. As a direct result of this scheme: at least one person has gained paid employment; and another is gaining relevant training to support their professional qualification and enhance their employment prospects.

## **Integrated Autism Service (previously Adult Autism Advice)**

The Integrated Autism Service support adults with autism. Since 2012, the Team has gathered information about available services. These services come from local authorities, external service providers, and third sector organisations. We can then support clients to access these services and provide more targeted support if there are barriers.

By doing this work, we aim to help clients to access support or opportunities that are available to them in the wider community. Without this low-level support, they may not have known about the service or felt able to access the service.

This work helps us to deliver preventative services that meet the requirements of the Social Services and Well-being (Wales) Act 2014.

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

The Integrated Autism Service offers short-term, targeted intervention. This promotes the independence and autonomy of adults with Autism and Asperger's syndrome in a number of ways. It:

- provides a clear point of contact for information and advice;
- signposts to support from social services if they are eligible;
- signposts to other services in their communities if they are not eligible for support from social services;
- encourages adults to join social groups and get involved in local events and activities to reduce the risk of crisis and mental health problems.

Our support is short term case work. This is because we encourage people to be independent and do not want them to become dependent on the Team.

There are other ways in which we provide support.

- We run training workshops for people to develop social skills.
- We help run a monthly discussion group for adults.
- We have set up a group for adults on the autistic spectrum to learn basic coping skills. This Skills for Life course includes nutrition and a range of domestic tasks.
- We support adults during and after the diagnostic process.

## **Vale 50+ Strategy Forum**

The Forum speaks up for the needs of people aged fifty and over in the Vale of Glamorgan. Its members are in contact with many local and national working groups. The Forum has a

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

constitution and an elected group of members called an Executive. The Executive decides how the Forum works.

The Executive meetings are open for all Forum members to attend. By attending, members can benefit from a range of interesting presentations on available services. Members can also have the opportunity to express their opinions on service developments and planning.

There are five task groups working to make sure that people over fifty are able to have good health, transport, housing and care. They try to make sure that people can learn new skills and do fun things to suit their needs. The Forum talks to the Council, Health Board, and voluntary organisations about the services they provide. The Forum also holds events every year.

The Council works closely with the Forum. It provides it with the support of an officer called the Older People's Co-ordinator. The Older People's Co-ordinator offers regular advice and support to the Forum, and helps with the organising of events and meetings. The officer also keeps them informed of local and national issues of interest.

The Council gives a small grant to the Forum for members' expenses and to pay for activities and events. The Forum uses the grant for:

- a magazine that has useful information for older people;
- a website;
- buying equipment like printers and tablets for Forum business and to teach older people how to use computers, tablets and smart phones; and
- out of pocket expenses.

From time to time, the Council and other organisations want to know what people think about their plans. To help to find out what people need, we plan different activities including talking to the Forum.

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

## Forum Events

Age Cymru is a charity for older people. It set up an annual national arts festival called Gwanwyn. Gwanwyn is Welsh for the season of spring. It is held in May each year for older people to enjoy the arts. The Forum is actively involved in the event.

In October 2017, there was an event to celebrate International Older People's Day. The event was well attended with lots of stalls for people to find out about different services, information about benefits, leisure activities and local groups. People were also able to take part in a whole range of fun activities.

## Publicity

Every year, the Forum publishes a magazine called 'The Herald'. It tells people about the Forum's work and things of interest to people over 50 years of age. There are also items on services and leisure activities.

The Forum also has its own website. This [website](#) gives access to a number of social media sites.

## Supporting other projects

Members of the Forum have trained to be 'digital champions'. This means that they:

- teach people about on-line safety;
- how to use laptops, tablets and smart phones, including e-mail and the internet.

Some Forum members have trained to be Dementia Friends Champions. They volunteer to do this. They encourage others to help people with dementia live in the community. They give them information about what dementia is, what it is like to have dementia, and what they can do to help.

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

Two members of the Forum have been on the Age Cymru LIFT course. LIFT is the name of an activity programme. Its aim is to get older people active in their local community. The two Forum members can now offer weekly exercise sessions. A range of community groups can attend, including people with dementia. One of these Forum members has created a toolkit to help people avoid falling. He runs sessions on preventing falls to groups throughout the Vale. This member has also qualified to offer the Age Cymru Tai Chi sessions to older people.

Two Forum members have trained to be advisors for Llandough Hospital Information Centre. Forum members who are on the executive group have had training to be health and well-being advisors. They work to 'to make every contact count' (MECC). They promote healthy living, screening and vaccination services, and also work as high school mentors.

You can join the Forum if you are over fifty and live, work or volunteer in the Vale of Glamorgan.

## **Dementia friendly communities**

Barry is working to become a dementia friendly community. This is to help people with dementia and their carers live happily in the community.

A group of workers and volunteers are helping people to better understand dementia. They want people to be able to give simple help to someone with dementia if they need it.

What is simple help? It can be:

- being patient, helpful and kind if someone who is confused at a till and holding up a shopping queue;
- asking someone who is confused if they need some help; or
- contacting the police if someone is lost.

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

We are asking agencies, services and businesses to become dementia friendly. We have started work in Barry. Other places that would like to become dementia friendly are Cowbridge, Dinas Powys and Penarth.

You can become a dementia friend by attending free training that lasts no more than an hour. You can also become a dementia champion and learn how to train new friends in free one day training.

If you become a friend or champion, you will get a badge to show this. More than this, you will have the pleasure of helping others.

If you run a business, agency, or activity group, you could work to be dementia friendly. You would do this by following a simple check list. You would get a certificate and window sticker to show this.

## **Vale Adult Learners Network**

Training and education services for people in the Vale belong to this network. Every year, there is an event that offers people a chance to try out lots of fun activities. The network hosts an event for learners and trainers called the Inspire Awards. As part of the awards, people can put forward the names of good learners or trainers. These learners and trainers then get a certificate of merit. There are also additional awards for special merit.

For information on Vale adult learning, you can read more in [Adult Community Learning](#).

## **Arts Development**

The Art Central Gallery programme is accessible and provides opportunities for everyone. It hosts a variety of events and activities that a wide range of people can take part in whatever their age, abilities, and backgrounds. This includes a range of exhibitions, workshops, and talks that engage our community and visitors alike.

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

There is a new Arts Development Strategy. It supports the principles of the Council's Corporate Plan and the five ways of working identified in the Well-being of Future Generations Act. These are integration; collaboration; involvement; prevention; and long-term objectives.

The Gallery works with artists working in a variety of mediums. These can include: sculptures, painting, drawing, collage, digital film, books, reading, talks, and practical workshops.

The venue is accessible and welcoming. It is said to be one of the best galleries in Wales. The 2017- 2018 programme was varied. We tell you about some highlights below.

The Arts Development Service has worked closely with the **Gypsy Roma Traveller Community** on a series of exhibitions that depict its cultural heritage. The project engaged with schools to create flags and postcards to learn about the community. These images were shown alongside the professional Gypsy Roma artist exhibitions at the gallery.

The Arts Council of Wales funded this three year partnership between the **Romany Culture and Arts Company** and Art Central Gallery - the Gypsy Maker Project. The idea of the project is to show work by a number of upcoming and established Gypsy artists. The artist's work addresses difference, migration, gender, cultural life, diversity and discrimination. It looks at beliefs about this group.

**The Annual Holocaust Memorial Exhibition** held in January looks at the Second World War. This year's theme was 'The Power of Words'. The exhibition showed the work of two artists: Michael Ivanowski, a Polish artist, whose work was called 'Clear of People'; and Thairien King's 'We Are All The Same!'.

Ivanowski's work was the moving and real life story of his Grandfather and his Great Uncle. They narrated the story of their three month journey walking from Russia to Poland across water, farm and woodland during the Second World War. This was shown through photographic imagery and an audio visual film recoding. The images and recorded story remain a legacy for future generations.

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

In the same exhibition, undergraduate artist Thairien King's 'We Are All The Same!' gave a hard hitting yet simple message depicted in twelve gigantic photographic images. The striking 'hearts in glass jars' adorning statements looked at gender, race, and disability, showing that there is no difference inside each of us.

By placing King alongside, Ivanowski, both artists had their work exposed to differing audiences. This raised each of their profiles in different ways and also supported King in her professional development. Over one hundred people attended the opening and were able to hear from the artists about their work and ask questions.

During school visits, pupils were able to learn about the artists' work and its historic and equality content. There were workshops where pupils were able to choose their favourite image and create their own drawings of the photographic works on show.

**The Women's Arts Association** focuses on the underrepresentation and promotion of women artists working in Wales. It celebrated International Women's Day, an annual celebration of women, their rights, discrimination, mistreatment, and other world issues. It does this through an open exhibition where non-professional and professional artists exhibit alongside each other. This gives the opportunity to be represented and to show and sell work to women who may not otherwise show their work publically.

**Cardiff and Vale College** held their end of year show at the Gallery. Students from all disciplines had the opportunity to exhibit their work in a professional gallery. This provides them with a step on the ladder to a professional career in the arts.

Artist **Ray- Martinez** solo exhibition reflected on the history of Barry and its distinctive historic places. This included the working dock, Barry Island Funfair in the 50's, Cadoxton Village, and other imagery. It related to where the artist was born, grew up, and went to school. It was shown alongside vibrant paintings of Tuscany, Italy where the artist has since lived. This exhibition would have been of particular interest to older people revisiting the heritage and culture of Barry through his historic artworks drawn in his school years when he was between 14 and 16 years of age.

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

**Arts Connect** is a regional Arts Development Network of local authority Arts Development Services and associated Charitable Trusts. It includes the Vale of Glamorgan, Rhondda Cynon Taf, Merthyr Tydfil, Bridgend, and Cardiff councils. The steering group brings together representatives from across the region with expertise in teaching and school management as well as the arts in all forms.

In collaboration with Arts Connect, it has supported the 'Forte', a Master Class programme in music and professional development for young people between 16 and 25 years of age. The Arts Council of Wales has supported the programme for the past three years. The programme provides mentors to young musicians. They have the opportunity to perform at local events across the region, including the Vale of Glamorgan Council's 'Eats Beats and Treats' event.

We have collaborated for a second year with A2Connect. A steering group leads it. It is made up of partners in the Arts Connect Consortium and Arts Active Trust. It has provided a network for teachers and arts professionals in Central South Wales to connect and work together. It is part of the £20 Million pound programme for 'Creative Learning through the Arts – An Action Plan for Wales' delivered in partnership with the Welsh Government and Arts Council of Wales.

This national programme has been an important part of the preparation for schools, teachers and artists to support and implement a new curriculum in Wales in 2020. Working together, the arts and education sectors have helped schools to learn the skills to enhance literacy, numeracy, and the sciences through the arts.

The A2Connect programme supports relationships between schools, educators, arts organisations, and artists to foster a vibrant and rich arts and education sector in the region.

During 2017 – 2018, 16% of Vale schools took part in training sessions, networking meetings, and master classes in developing the expressive arts. The programme has seen pupils taking part in a number of creative arts projects. They have worked with arts professionals to explore literacy and numeracy through the arts in a number of school projects. This included an expressive cross arts project for schools called 'Tidy'. It

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

explored the visual arts, words, music and performance that culminated in a cross art form performing arts production at St David's Hall Cardiff for schools across the region.

## **Leisure Services**

We provide a number of schemes through our Sports and Play Development Team.

## **Play**

### **Families First Holiday Club**

In school holidays, we provide the Families First Holiday Club. There are two schemes in this club: a disability playscheme for 4 – 11 year olds; and a Teenscheme for 12 – 18 year olds. These schemes are run for children and young people with a disability, complex needs, or challenging behaviour.

The disability element of the Welsh Government Families First Grant is the main funding for this project. The project takes place in Ysgol Y Deri.

It can require a number of specialist services including: one to one support; personal care; a nurse to administer medication; transport; and specialist equipment. Where possible, the Play Team will support children, young people, and families to get the support they need to attend the project.

### **Playschemes and Play Rangers**

During the summer holidays, we run Playschemes and Play Rangers in local communities. The schemes take place in spaces such as community centres, parks and open spaces. We run them on an open access basis for children and young people aged 5 -14 years.

To run these schemes, we mostly use funds from Town and Community Councils, United Welsh Housing, section 106 funding, and Council funding.

The Play Ranger project is delivered in local parks and open spaces to encourage children and young people to use the various parks across the Vale.

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

## **Special Events and Family Fun Days**

The Play team supports a number of partners and organisations to deliver special events and family fun days across the Vale.

The events include: the Vale of Glamorgan Show; Eats Beats and Treats; Kids Day Out; the Rotary Club; and the Barry Island Weekender.

To deliver these events we work with: the Vale Events Team; the Family Information Service; the Foster and Adoption Team; Communities First; Safer Vale Partnership; and local communities.

## **Sports Development**

The Healthy Living Team run a number of inclusive programmes. We target groups of people with protected characteristics and groups of people where there is evidence of low participation. We are proud of the fair opportunities we provide through a number of partnerships and joint working. Here is some further information about each project.

### **Junior Sport Programme**

The aim of the Junior Sport Programme is to get more children of primary school age taking part in sport. It also helps to improve basic skills. This includes balance, co-ordination, agility and spatial awareness.

The programme encourages children to take part in fun sports sessions and physical activities after school and in the community. Where we can, we make links between schools and local communities so that pupils can be active outside school hours.

We want children of all abilities to take part in the activities. The Sports Development Team uses its knowledge to make this possible. The Team provides awareness training to other people involved in delivering activities.

Every school in the Vale has the opportunity to take part in the Junior Sports Programme with the support of the Sports Development Team. This includes mainstream schools which have disabled pupils and Ysgol y Deri. Ysgol y Deri provides for a diverse range of differently able pupils.

# Vale of Glamorgan Council's Annual Equality Monitoring Report

## 1 April 2017– 31 March 2018

As part of the Junior Sports Programme, there is a primary school sport festival calendar. We invite schools to take part in fun tournaments and non-competitive festivals. At certain festivals, we aim to involve children and young people who are inactive or who do not usually get an opportunity to represent their school.

Here is a list of some of the opportunities that took place in the Vale.

- Girls' Primary School Football Festival
- Cross Country Championships
- Vale Wide Primary Schools' Netball Festival
- Vale Quad Kids' Festival (Athletics)
- Year 1 and 2 Multiskills Festivals
- Year 3 and 4 Multiskills Festivals
- Year 5 and 6 Multiskills Festivals

### **'5 x 60' Scheme**

The '5 x 60' Scheme is for secondary school pupils. It offers them opportunities to take part in sport or physical activity during lunchtimes and after school. The aim of the scheme is to get more young people involved in physical activity, especially those who are inactive or hard to reach.

We provide a range of activities in each secondary school throughout the Vale. We consult with children to find out what activities they want to participate in.

Each secondary school in the Vale will have sessions specifically targeting one or more of the following groups: girls, young people with disabilities, and certain year groups.

As well as specific sessions, the '5 x 60' scheme in the Vale prides itself on creating inclusive environments where anyone can attend. This includes girls, pupils with disabilities, and Black and minority ethnic pupils. They feel more at ease taking part in physical activity as they have the support of the Active Young People Officer and the Activity Co-ordinator in that school.

# Vale of Glamorgan Council's Annual Equality Monitoring Report

## 1 April 2017– 31 March 2018

The '5 x 60' Scheme also provides access to a range of festivals and competitive opportunities which include Girls' Football, Girls' Rugby, Badminton, Netball, and many more.

### Leadership

#### Young Ambassador Scheme

To go alongside the Junior Sports Programme and '5 x 60' Scheme, the Healthy Living Team has created a strong leadership programme for children and young people in the Vale of Glamorgan.

We recognised that pupils in primary and secondary schools could take on a large amount of responsibility to shape how sport and physical activity looks in each of their schools. Through these findings, the Young Ambassador Scheme has flourished.

Young Ambassadors aim to:

- increase participation and healthy lifestyles;
- promote the positive values of sport;
- be an ambassador, role model and young people's voice for physical education (PE) and school sport.

In primary schools, we have identified Bronze Young Ambassadors and helped them to develop appropriate skills to do the job. They must meet standards by the end of the school year. This includes options that will improve physical activity levels in the school. The Ambassadors can act as a pupils' voice so that the school listens to their ideas and acts on them.

Pupils in secondary schools can apply to be Silver Ambassadors (Year 9) and Gold Ambassadors (Year 10 upwards). They have more complex standards to meet. They also take on more responsibility.

The standards for each level of Young Ambassador include actions on how the school can become more inclusive. The standards target specific groups and provide more opportunities for them.

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

The Young Ambassador Scheme prides itself on being fully inclusive and offering all pupils the opportunity to apply for the scheme. Each primary school can nominate one boy and one girl to promote equality. Numerous pupils with disabilities and pupils who are Black or from a minority ethnic background have been successful in representing their school as a Young Ambassador.

## **Coaches of the Future Scheme**

'Coaches of the Future' is part of the Vale of Glamorgan's Olympic legacy programme to help inspire a generation of participants and coaches.

The programme aims to provide an introduction to coaching and volunteering in sport, dance, and other physical activities. It provides training and hands on experience of coaching in schools and / or the community.

The Scheme has been running for a number of years and has seen a number of coaches completing the scheme, including people with protected characteristics that have been less represented in the past.

## **Leaders' Courses**

The Vale Sports Development Team offers a range of leadership courses for potential coaches. We can modify these to suit the learner's needs. Many people have attended these courses over the past year, with a wide variety of learners attending.

## **Disability Sport**

The Vale of Glamorgan Sports and Play Development Department is InSport Bronze accredited and working towards Silver accreditation. The Team showed commitment to being inclusive in its policies, plans, and programmes of activity. InSport is a national programme for Sport Development Departments in every local authority. It helps them to showcase how their programmes are open to a diverse range of people.

The Disability Sport Wales Development Officer post is a part time role. We receive grant funding to support this role. The aim of the role is to work with a number of partners and organisations to increase the amount of disabled people taking part in sport and physical activity. A number of partners and organisations work with the Disability

# Vale of Glamorgan Council's Annual Equality Monitoring Report

## 1 April 2017– 31 March 2018

Sport Wales Development Officer. These include schools and community clubs. The Disability Sport Wales Development Officer can offer advice on ways to be inclusive.

The officer can also help people to develop skills to lead disability sport activities. We have run a number of Disability Awareness courses. These range from: Disability Inclusion Training - Active Kids for All (school staff); Autism Awareness Training for Sport Leaders; and a new initiative for primary school pupils known as Mini Disability Inclusion Training.

There are 54 different types of sport clubs and groups that offer sport opportunities for a diverse range of people, including those with disabilities. A number of these clubs have achieved Insport Clubs Accreditation:

- 2 Clubs have achieved Silver Standard;
- 5 Clubs have achieved Bronze Standard;
- 10 Clubs have achieved Ribbon Standard.

We run Swimability Lessons in Barry, Penarth and Llantwit Major Leisure Centres. These lessons teach swimming to children from the age of 5.

We work with the Disability Sport Wales Talent ID Programme. We have identified talented athletes and passed on this information to the Talent ID Officer. The scheme offers these athletes high class training, mentoring, and additional advice.

The Vale of Glamorgan Sports and Play Development department prides itself on creating opportunities for disabled people to take part in sport. We make sure this happens in an environment that suits a range of individual needs.

### **Women and girls**

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

As part of our sports plan, we have a plan called 'Women and Girls on the Move'. It aims to get more women and girls involved in sport. This is a priority for one of our funders, Sports Wales, and for our own sports plan.

As part of the 'Women and Girls on the Move' project, over 1000 women and girls took part in 666 sessions (through 12,416 participations). Opportunities included: mother and daughter cycling; squash; tennis; fitness; Teengym; adult gymnastics; netball; football; and rugby. We trained 32 new coaches and leaders to continue to encourage women and girls to get involved in sport.

The School Sport Survey results will be available in Autumn 2018 which will highlight the up-to-date participation results for girls in the Vale.

## **BAME community**

Anyone can join in our sports activities. However, some of our activities have attracted individuals from Black, Asian, and minority ethnic groups. This includes the Girls' Club run at St Cyres Comprehensive School. The girls feel more comfortable taking part in activities where boys are not involved.

## **Welsh language**

As part of the 5 x 60 Scheme, we run activities at Ysgol Gyfun Bro Morgannwg. There were 4881 participations through the 5 x 60 scheme for Welsh speaking pupils. Just under 50% of these were by girls. Welsh speaking primary schools are also part of the Junior Sport programme.

## **Other**

As part of the Sport and Physical Activity Plan, we targeted other groups: those living in areas of deprivation; older people; and people living in rural areas. This included 'Older People More Active', and 'Doorstep Sports' (Llandough, Rhoose, and Barry). We also

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

supported existing projects through partnerships with organisations such as Newydd Housing.

## **Tackling inequality**

We manage the Community Chest fund. We get this from Sport Wales. Clubs can apply for money to increase sports opportunities in the community. The clubs can use some of this money to deal with inequality. This helps to improve opportunities for different groups including:

- people who are Black, Asian or from ethnic minorities;
- women and girls;
- disabled people; and
- people from deprived areas.

## **Promoting sports**

We use pictures of under-represented groups when we promote our sports. We hope this encourages a diverse range of people to join in sports.

## **Exercise Referral**

We run an exercise referral scheme. This is where doctors refer people to us to help them recover from illness or injury. The scheme is open to everyone and attracts significant use from protected groups.

## **Parks**

We are proud that we have ten 'green flag' parks. We have to show a commitment to equality as part of the assessment to get a green flag for a park. We have done different things in different parks to achieve this. Things we have done include:

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

- improving access for disabled people;
- providing specialist play equipment;
- providing work experience opportunities for protected groups, such as those with learning difficulties.

## **Working as a Stonewall Diversity Champion**

We continued to be a member of Stonewall's Diversity Champions Programme. With Stonewall's help, we developed an action plan to improve the workplace for lesbian, gay, bisexual, and trans people. This helps us to make sure that we treat them fairly when they are employees or applying for jobs.

Our work included setting up an LGBT+ and Allies Network. Network Members met monthly to consider how they could play a role in making the workplace more inclusive for LGBT+ people.

The Network helped to promote awareness of issues affecting LGBT+ people by running an Equal-Tea Party in LGBT History Month. The Network invited staff to attend. The purpose was to provide information, join in some fun doing quizzes on LGBT+ people and issues, and share tea and cakes whilst getting to know Network members.

## **Dimensions of Gender in Wales and Beyond**

We held an event in March to raise awareness of issues around gender identity. We did this using funds provided by the Welsh Government to encourage community cohesion. There were a number of speakers at the event. They shared their personal stories with the common theme of gender identity, how we can help to make a more inclusive society, and how we can be allies.

## **Job Evaluation**

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

We have a job evaluation scheme in place. This scheme is for staff paid under the Single Status collective agreement. It makes sure that there is a systematic way of deciding on the pay and grade for a job. This results in equal pay for work of equal value. The results of job evaluation are linked to our pay and grading system. We put in place a formal pay and grading system in March 2012 following conclusion of an extensive job evaluation process. It has helped us to pay people fairly and in a consistent way.

There are other factors that affect people's pay such as the type of jobs that they choose to do. Men and women often choose to do jobs that men and women have traditionally done. We call this occupational segregation. It often plays a part in there being a gap between the pay of men and women – a gender pay gap.

As part of our Workforce Plan, we continue to look for ways to reduce the gender pay gap. Since 2012, we assess new and changing jobs through our job evaluation system. As part of this, we think about a number of factors including the knowledge, skills and experience people need to do the job. There are many changes like this as we reorganise our departments and how we best do our work. Using this approach keeps pay and grading fair and consistent.

## **The Workforce Plan (2016 – 2020)**

A new workforce plan has been put in place in 2016 (previously Workforce Plan 2013-2017). This plan makes sure that we have:

- the right people;
- with the right skills;
- in the right place;
- at the right time.

This helps us to continue to provide our services at a time when there are great financial challenges and increasing demand for our services. We plan to make sure that the make-up

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

of our workforce is similar to the make-up of the local community in terms of protected groups.

We have put in place a way of recording the protected characteristics of our staff. This means we are able to compare our statistics with local and national statistics to see what progress we are making. We can then plan how to make improvements.

As part of the workforce plan, a strategy has been approved to look at increasing the number of employees aged 16 – 24. The focus will be on the development of an apprenticeship scheme in partnership with Cardiff and Vale College.

## **Specified employment information, including information on training and pay**

We have been collecting employment data for a number of years. We have collected information on the following protected characteristics:

- gender;
- race;
- disability; and
- age.

We have continued to develop new systems. This will let us report on more protected characteristics in the future. We will be able to collect and record information on:

- sexual orientation;
- gender reassignment;
- gender identity;
- national identity;

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

- religion or belief; and
- marital status.

We wanted to focus on some key actions. To help us, we used guidance from the Welsh Government. The name of the guidance is 'Collecting Equality Data: Harmonised Standards and Best Practice'.

We changed the form we use to collect information about people when they apply for jobs. We now ask about all protected characteristics on the form. You can see the form in [Appendix 3](#).

We developed a staff survey. We used this to ask staff about their protected characteristics. We improved the way we record this information. Doing this helps to improve what we know about protected groups within our workforce.

We have looked at the information that we have collected. You can see what we have found out in [Appendix 5](#) of this report. There is also an action plan ([Appendix 6](#)). It shows what we have done since the previous year and what we will do to deal with concerns in the future.

We will continue with this work. We want to be able to report on all protected characteristics. In February 2012, we set up a group to make these improvements. To do this, we:

- agreed a plan;
- looked at guidance from the Welsh Government, Welsh Local Government Association and the Equality and Human Rights Commission;
- attended workshops run by the Welsh Local Authority Association;
- discussed improvements and how to report on these.

We do not have all the information that we need to collect to meet the general and specific duties. The reasons for this are:

# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

- reporting systems need further updating;
- some staff choose not to disclose personal information;
- extra and up-to-date data on protected characteristics needs to be collected;
- limited guidance meant we had to clarify what we had to report on.

We have improved our data on Welsh language. We surveyed all our staff to get up to date information on Welsh language skills. This was to meet the Welsh Language Standards set out from 1 April 2016.

Even when we make these improvements, we may not get the information we need. We think some people will choose not to tell us about some of their protected characteristics. We encourage people to do so by explaining:

- why we are asking for this information; and
- how we can use it to better meet their needs.

The information for this report comes from systems in Human Resources. This means that the information is as correct and complete as possible. We know that we will need to continue to work on this information for future reports. This will help us meet the requirements of the general duty.

## **How to contact us**

If you would like to give us feedback on this report, here are our contact details:

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# Vale of Glamorgan Council's Annual Equality Monitoring Report 1 April 2017– 31 March 2018

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