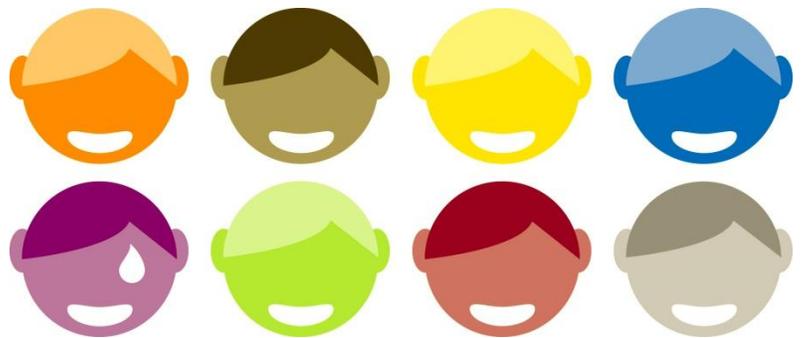


# THE HIGHLAND COUNCIL



**March  
2015**

## Working Towards a Fairer Highland: Mainstreaming Equality Report 2013-2015

This is the Highland Council's Mainstreaming Equality Report as required by specific equality duties in Scotland. It shows how we build equality into our work and includes a number of case studies; for example, how we measure local attitudes to equality and diversity; collect staff views of fairness, dignity and respect in the workplace; improve access to information; and work with our many partners.

# The Highland Council

## **WORKING TOWARDS A FAIRER HIGHLAND: MAINSTREAMING EQUALITY REPORT 2013-2015**

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## Introduction

*“An equal society recognises people’s different needs, situations and goals, and removes the barriers that limit what people can do and be”*

*The Equalities Review, 2007i.*

Despite over 30 year of equality legislation and progress in many areas, certain groups of people still face significant levels of inequality, discrimination and harassment, and do not enjoy the same life opportunities as everybody else.

The overarching aim of the Highland Council’s equalities plan agreed in April 2012 is to promote a fairer, inclusive Highland; where everyone can feel part of the Highland community. This will help us to demonstrate how we make progress against National Outcome 7: **“We have tackled the significant inequalities in Scottish society”** as well as against other National Outcomes including those that cover employment; education; health; crime; children, young people and families.

Additionally, the Council has responded to the Christie Commission report on public services by taking far-reaching measures in support of the Scottish Government’s commitment to achieve change in service delivery towards a preventative approach - to improve outcomes for families, tackle inequalities and maintain financial sustainability in the face of continuing economic and social challenges.

This is the Council’s second mainstreaming report and provides an overview of progress since our first report in 2013. The report includes a number of case studies; for example, how we measure local attitudes to equality and diversity, collect staff views of fairness, dignity and respect in the workplace, and improvements to access to information.

We are aware that we need to continue to make improvements in some areas and there are plans to roll out further training on the public sector equality duties.

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## Council commitment

The Highland Council's equalities plan, A Fairer Highland 2012 - 2017, is designed to build and improve on the achievements of previous equality schemes. Our aim is to ensure that through the work of the Council we will positively contribute to a more equal society and give regard to the needs to eliminate discrimination, advance equality and promote good relations.

The Council recognises that tackling equality is about addressing fair access to services, education and employment, where people are free from discrimination, human rights are promoted and protected, and people's life chances are improved and not diminished by barriers. This approach recognises that:

- Equality is an issue for us all
- We don't all start from the same place
- To create a fairer society we need to recognise different needs.

The Council commits to meeting the needs of the Public Sector Equality Duty and will aim to:

- Make the right decisions, first time around
- Base our policies, practices and decisions on evidence
- Ensure our equality outcomes have a positive impact on people's lives
- Be open, fair and accountable

## Legal Context

The Equality Act 2010 provides protection from discrimination for people on the grounds of the following characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.

### **The Public Sector Equality Duty**

The Act introduced a positive Public Sector Equality Duty (or general duty) on public bodies to have due regard to the need to:

- **Eliminate unlawful discrimination, harassment, and victimisation**
- **Advance equality of opportunity**

*This requires the Council to:*

- *remove or minimise disadvantage*
- *take steps to meet the needs of individuals*
- *encourage participation of under-represented groups*
- **Foster good relations**
  - *This requires the Council to take steps to tackle prejudice and promote understanding*

Meeting different needs involves taking steps to take account of disabled people's disabilities. The Act states that compliance with the duty may involve treating some people more favourably than others. The duty covers eight of the protected characteristics. It applies to marriage and civil partnership in relation to non-discrimination duty only.

### **The Specific Equality Duties**

In addition, the Scottish Government has introduced a set of specific equality duties in May 2012 to support the better performance of the general duty by listed public bodies; these include Local Authorities, Local Education Authorities and Licensing Boards. These duties include requirements to:

- Publish a report on mainstreaming the equality duty (by 30<sup>th</sup> April 2013)
- Publish equality outcomes and report on progress every two years
- Assess and review policies and practices
- Gather and use employee information
- Publish gender pay gap information
- Publish and equal pay statement
- Consider award criteria and conditions in relation to public procurement

### **Mainstreaming equality**

Mainstreaming simply means integrating equality into the day-to-day work of the Council - taking equality into account in everything we do as an employer, and when planning or providing services.

Benefits of mainstreaming include:

- Equality becomes part of our structures, behaviours and culture
- We know and can demonstrate how, in carrying out our business, that the Council promotes equality
- Contributing to continuous improvement and better performance.

The three elements of the general duty must be considered in exercising Council business including budget setting and project planning. This can be demonstrated, for example, through the use of equality impact assessments, and by ensuring that equality features appropriately in business planning processes, committee or other decision-making reports and other policy development mechanisms.

**Gathering and considering relevant equality data** is central to mainstreaming equality, for example, monitoring service users and service activity, with respect to all of the protected characteristics, or analysis of other outcomes such as the educational attainment of different groups.

**The mainstreaming duty and employment:** The Council must take steps to gather annual information on its workforce and on the recruitment, development and retention of employees with respect to relevant protected characteristics. The Council's mainstreaming report must include (if not published previously) an annual breakdown of the information it has gathered, and details of the progress that it has made in gathering and how this information is used to better perform the general equality duty.

**Leadership and awareness:** Mainstreaming the equality duty is an organisational responsibility, requiring leadership and awareness. Senior managers should give clear and consistent messages and give equality an appropriate profile and emphasis which is reflected in corporate reporting, service plans and target setting, or adopting and promoting a zero tolerance approach to discriminatory behaviour.

Staff should be able to recognise the relevance of the public sector equality duty to their own role and how, in doing their job, they will take equality into consideration. Building expertise across the authority will help ensure that equality is considered routinely, without the need for prompting from equality-specific staff.

**Reporting:** The Council must report on the progress it has made to making equality integral to its business. This requires a strategic corporate view of progress towards meeting the general equality duty which considers cumulative impact and progress across the whole authority. The first report was required to be published by 30 April 2013 and subsequently at intervals of not more than two years. Reporting provides the Council with a positive opportunity to present information on all of its work on equality in one place to staff, stakeholders and service users.

The following sections describe the Council's work to support and mainstream equality:

## **Commitment, Leadership and Governance**

Political leadership to supporting a more equal society is demonstrated in the Council's Programme, Working Together for the Highlands. The Programme has a theme of equalities woven across seven themes and specific commitments identified.

[http://www.highland.gov.uk/downloads/file/4611/programme\\_of\\_the\\_highland\\_council\\_2012\\_-\\_2017](http://www.highland.gov.uk/downloads/file/4611/programme_of_the_highland_council_2012_-_2017)

The Highland Council's equality priorities during 2012 – 2017 are presented in "A Fairer Highland" which was agreed by Council in April 2012. Our current and planned work in a Fairer Highland is designed to build and improve on the achievements of previous equality schemes, as well as to meet the new and extended duties introduced by the Equality Act 2010

[http://www.highland.gov.uk/downloads/file/3531/equality\\_plan\\_2012-2017-a\\_fairer\\_highland](http://www.highland.gov.uk/downloads/file/3531/equality_plan_2012-2017-a_fairer_highland)

Formal governance of equality issues is primarily through the Council's Community Safety, Public Engagement and Equalities Committee (CPE)

[http://www.highland.gov.uk/info/20003/committee\\_information/481/community\\_safety\\_public\\_engagement\\_and\\_equalities\\_committee\\_cpe](http://www.highland.gov.uk/info/20003/committee_information/481/community_safety_public_engagement_and_equalities_committee_cpe).

The role of the CPE in regard to equality is to:

- implement the Council's Equalities duties in order to understand the needs of people who have characteristics protected in law and to make sure Council services are more responsive to their need;
- work in partnership and to engage with stakeholders in the Highlands to strengthen community planning and achieve a co-ordinated approach to the provision of services and the delivery of local solutions for local problems;
- and agree responses to Government consultations and Parliamentary Inquiries relating to equalities.

During 2014-15 CPE committee received reports on the following

- Equalities and public performance survey: Equalities analysis of the public survey results and feedback from the Citizens' Panel on equality issues
- Approach to understanding equalities impact
- Promoting Inclusion and Reducing Stigma for People Affected by Mental Illness
- Update on The Violence Against Women Strategy
- Update on Gypsy/Traveller Issues
- Equality and Diversity Training
- Joint Report on Hate Crimes from the Local Police Commander for the Highland Police Area, prepared in consultation with partner agencies describing the partnership work in relation to Hate Crime and Hate Incidents.
- Report on the Monitoring of Bullying and Prejudice-Based Incidents in Schools

- Report on the development and introduction of Promoting Equality and Diversity Policy/Toolkit for Highland schools
- Minutes of the Violence Against Women Strategy Group are also circulated to the CPE.

Following the formal CPE meeting, Members meet informally with a range of equality groups and this is described in the section on engagement. Action notes from these meetings are also presented to the CPE committee.

Relevant matters will also be brought to other committees including [Adult and Children's Services](#). The Council has recently agree a number of preventative measures to improve outcomes for families, tackle inequalities and maintain financial sustainability in the face of continuing economic and social challenges, including:

- The roll out of new collaborative arrangements to prevent violence against women, development of safety plans, and provide interventions to support women and families at high and medium risk.
- Early Years collaborative work
- Support for carers and young carers.
- Support for young people into employment, including looked after children.

[http://www.highland.gov.uk/info/20003/committee\\_information/476/education children and adult services committee eca](http://www.highland.gov.uk/info/20003/committee_information/476/education_children_and_adult_services_committee_ea)

Employment matters are presented to the Resources Committee

[http://www.highland.gov.uk/info/20003/committee\\_information/478/resources\\_committee rs.](http://www.highland.gov.uk/info/20003/committee_information/478/resources_committee_rs)

Regular reports and briefings on equality are made to the Council's Senior Management team who are kept informed of any developments or requests for information regarding policy options and performance reporting. Service Plans are asked to identify equality objectives.

An Officer's working group, chaired by the Head of Policy and Reform, supports corporate and service-led equalities work and includes representatives from each of the Council services. The group has a responsibility for sharing information, championing equalities, and monitoring progress in each service.

## **Building equality into our work**

### **Equality Impact Assessments**

Council Services are required to use an Equality Impact Assessment (EQIA) process to ensure that any policies, practices and procedures or funding decisions give due regard to the three elements of the general equality duty.

The Council has amended its process of carrying out equality impact assessments (EQIA) in response to the Equality Act 2010. We aim to continue to improve our EQIA process, to build on the lessons learnt and involve a more targeted approach to equalities impact assessment.

Our EQIA process consists of the following steps:

- Screening for relevance – a short form that helps colleagues to ascertain whether or not a full EQIA is required.
- EQIA report – a concise template that takes colleagues through the full assessment process.

We have moved to an electronic toolkit to record and monitor assessments, and future EQIAs and reviews of existing policies, practices and procedures will be entered on this system.

In the interests of openness and transparency, we will publish all completed EQIA reports on the Council's website. Internal audit on compliance with EQIA processes is also used.

Specific guidance has been developed and updated for staff carrying out assessments and both online and face-to-face training is available.

Committee reports and specific budget proposals include a section asking for information on the likely equality impact of policies and decisions.

#### **Case study 1 Budget consultation 2014**

Highland Council's Budget Consultation 2014 took place over 2 phases. Phase 1 ran from mid-May to the end of June and involved 14 public consultation events. These conversations, and the feedback received, helped to inform more detailed budget proposals. Phase 2 of the consultation focused on these detailed proposals and was survey based. 9 focus groups were also held with hard to reach/ equalities groups.

The consultation survey structure recognised the challenge in making the level of savings required, and therefore focused upon the impact the proposals may have on individuals/groups but also their views on how the proposals may impact on the wider community. As part of the budget process a screening assessment was undertaken to identify if any of the proposed savings could result in less favourable treatment of equality groups, and whether a full EQIA should be carried out on any proposal. Details of EQIAs are contained within Booklet B.

Council report [http://www.highland.gov.uk/meetings/meeting/3379/highland\\_council](http://www.highland.gov.uk/meetings/meeting/3379/highland_council) (item 11)

#### **Case study 2 Caithness and Sutherland Local Development Plan**

As part of the Local Development Plan equality impact assessment screenings are undertaken during the first formal stage (Main Issues Report) in the preparation of the development of local plans. This is the principal opportunity for the public to get involved and influence the Plan. The adopted Highland-wide Local Development Plan (2012) sets the framework for the preparation of CaSPlan. The MIR presents suggested outcomes that the plan should deliver in terms of Employment, Growing Communities, Connectivity & Transport and Environment & Heritage. It also seeks people's views on the main issues affecting the area and the location of future development. An example of the screening of the Caithness and Sutherland MIR is found at:

[http://www.highland.gov.uk/downloads/file/11847/casplan\\_equality\\_impact\\_assessment\\_screening](http://www.highland.gov.uk/downloads/file/11847/casplan_equality_impact_assessment_screening)

Other key areas where equality impact is assessed during 2013-15 include:

- Customer Services Review - [http://www.highland.gov.uk/info/591/council\\_and\\_government/592/customer\\_services\\_board\\_-\\_consultation\\_on\\_proposals](http://www.highland.gov.uk/info/591/council_and_government/592/customer_services_board_-_consultation_on_proposals)
- Youth Employment Programme – [http://www.highland.gov.uk/downloads/file/12283/youth\\_employability\\_-\\_equality\\_impact\\_assessment](http://www.highland.gov.uk/downloads/file/12283/youth_employability_-_equality_impact_assessment)
- Sutherland Transport Programme [http://www.highland.gov.uk/download/meetings/id/67372/item\\_13\\_transport\\_programme](http://www.highland.gov.uk/download/meetings/id/67372/item_13_transport_programme)

## **Procurement and grant funding**

The Highland Council Policy and Standards on Procurement are set out in the Council's Contract Standing Orders. The orders form a high level document which outlines the fundamental issues and rules we need to follow so that all our procurement activity will be open, fair, and accountable, and will ensure that the Council secures best value in its approach to procurement

To the full extent permitted under legislation at the time of undertaking the Contract, and where the statutory duty of Best Value is not comprised by doing so, the Council shall take full account of the issues of socio-economic and environmental sustainability wherever they are material to the purposes of the Contract in accordance with the Council's duties under Regulations and the Climate Change Act 2009.

The Council's Contract Standing Orders provides a commitment to equality of opportunity through procurement and advice on carrying out equality assessments:

*The Council shall comply in its contracting activities with the requirements of the Equality Act 2010, The general duty of compliance applies to public functions which are carried out through procurement as well as those carried out directly by a public authority. Where a contractor is carrying out a public function on behalf of the Council, the legal liability for equality duties in relation to that function remains with the Council which contracts out the function.*

*Prior to commencement therefore, all contracts with a value requiring tendering via OJEU for the provision of works and/or services shall be subject as a minimum to initial screening for an Equality Impact Assessment (EQIA), and the full production of an EQIA if the initial screening shows that to be appropriate.*

The Council provides a range of grant and discretionary funding through various schemes. We now have a single application form and have improved our monitoring of grant applications and awards.

Grant applications and guidance make reference to needs of the general equality duty and the Council's commitment to *implement the Fairer Highland Plan including the general and specific*

*public sector duties of the Equality Act (2010), ensuring that people are treated fairly and with respect.* Applicants are asked to describe how their project will help the Council meet the equality duties and ask how they will remove barriers to the activity they are planning to provide.

## **Data Gathering and evidence**

Prior to introduction of the Equality Act 2010, the Council had already started to move towards a single equality scheme to cover all equality strands. This led to a number of developments in gathering equality evidence and information. Some of these developments have moved towards mainstreaming equality into key performance surveys.

Much of the evidence used for the Council's equality plan and the development of its equality outcomes is based on information gathered from available national and local data. Our evidence also includes the experiences of those covered by the protected characteristics and an understanding of attitudes to equal opportunities and discrimination. We have used a range of sources, including:

- Reports to the Council's CPE committee;
- Experiences of local equality Groups, for example, following each committee, Members meet with invited local groups;
- Collating local equalities data and evidence  
[http://www.highland.gov.uk/downloads/download/393/equality\\_plan\\_-\\_evidence\\_gathered\\_during\\_2011-2012](http://www.highland.gov.uk/downloads/download/393/equality_plan_-_evidence_gathered_during_2011-2012) and the preparation of a Highland Equalities Profile which is being updated to take account of Census 2011 releases  
[http://www.highland.gov.uk/downloads/file/3549/highland\\_equalities\\_profile](http://www.highland.gov.uk/downloads/file/3549/highland_equalities_profile)  
<http://www.highland.gov.uk/download/meetings/id/20255/item5ped314pdf>
- Asking topical questions in the Public Performance Survey on Attitudes to Equality and Diversity (case study3).
- Incorporating equality analysis and focus group work into budget consultations in 2014, and Customer Services review and Transport Programme consultation in 2015.
- Equality analysis of the Council's Employee survey, next due in May 2015.
- Existing strategies and plans including the local Single Outcome Agreement  
[http://www.highland.gov.uk/info/695/council\\_information\\_performance\\_and\\_statistics/381/our\\_priorities](http://www.highland.gov.uk/info/695/council_information_performance_and_statistics/381/our_priorities)
- Equality Impact Assessment reports  
[http://www.highland.gov.uk/downloads/download/404/equality\\_impact\\_assessments](http://www.highland.gov.uk/downloads/download/404/equality_impact_assessments)
- Previous consultation and actions in earlier schemes
- EHRC Triennial Review <http://www.equalityhumanrights.com/about-us/our-work/key-projects/how-fair-britain/background-review>
- Scottish Government Equality Evidence Finder  
<http://www.gov.scot/Topics/People/Equality/Equalities/DataGrid>

Other examples of gathering information from Services include information on prejudice-based bullying in schools, and equality analysis of the schools Lifestyle survey; information shared among partners on hate incidents and hate crimes, and annual reporting of housing applications and allocations by ethnicity and age.

### **Case study 3: Public attitudes to prejudice and discrimination**

The Council continues to gather information on public attitudes to prejudice and discrimination in Highland through responses to questions about equality and diversity included in the Council's Citizen's Panel Survey. There appears to be a positive trend since questions were first asked in 2011.

There continues to be a welcome trend towards more positive attitudes about diversity in Highland. In 2014, less than a quarter (23%) of respondents felt that sometimes prejudice against certain groups can be justified. While this is a sizeable minority, the percentage feeling this way has dropped significantly from a third (33%) in 2011.

It is generally perceived by 89% of respondents that Highland communities are welcoming and accepting of people coming to live in the area and this view has remained consistent in recent years as has people's opinion about whether they prefer to live in an area "*where most people are similar to you*" or "*with lots of different kinds of people*."

Capturing trends in changing attitudes to prejudice and diversity in Highland will help us improve our understanding of different experiences and views of different groups within the community, and identify areas for service improvement.

[http://www.highland.gov.uk/download/meetings/id/66594/item\\_11 -  
annual highland council survey of performance and attitudes analysis of attitudes to pr  
ejudice and discrimination](http://www.highland.gov.uk/download/meetings/id/66594/item_11_-_annual_highland_council_survey_of_performance_and_attitudes_analysis_of_attitudes_to_prejudice_and_discrimination)

## Community engagement, consultation and involvement

The Council uses a wide range of methods to engage with communities in Highland.

In Highland there are no umbrella networks which provide a single, representative voice for any of the specific equality strands. However, the Council maintains contact with a wide range of local groups with an interest in equalities and holds a database of over 100 local and national organisations, which is shared with partner agencies and has provided a network of contacts to ask for views on equality related issues.

These contacts were invited to take part in the recent development of a Communities Panel to complement the existing Citizen's Panel and providing new opportunities for groups to be involved in consultation on a range of issues

[http://www.highland.gov.uk/download/meetings/id/66417/item\\_14\\_communities\\_panel\\_development](http://www.highland.gov.uk/download/meetings/id/66417/item_14_communities_panel_development).

### **Case study 4**

Following the formal meetings of CPE committees, elected Members meet with local equality and diversity groups. These are informal meetings where representatives of different groups are asked to speak about their experiences, both positive and negative, of accessing Council services or employment, as well as more widely of life in their local community. The meetings are then opened up to discussion between Members and the groups. Action points are noted and presented to committee, examples of the range of groups and the action noted include the following:

Actions Arising from the Meeting with Disabled Access Panels

<http://www.highland.gov.uk/download/meetings/id/15974/item15cpe2813pdf>

Report on actions from meeting with Sensory groups

[http://www.highland.gov.uk/download/meetings/id/16049/item\\_16\\_report\\_on\\_actions\\_from\\_meeting\\_sensory\\_groups\\_and\\_members\\_of\\_the\\_cpe\\_committee\\_on\\_12\\_september\\_2013](http://www.highland.gov.uk/download/meetings/id/16049/item_16_report_on_actions_from_meeting_sensory_groups_and_members_of_the_cpe_committee_on_12_september_2013)

Report on Actions from meeting with HUG (Spirit Advocacy)

[http://www.highland.gov.uk/download/meetings/id/65482/item\\_6\\_report\\_on\\_actions\\_from\\_meeting\\_with\\_hug\\_and\\_members\\_of\\_the\\_community\\_safety\\_public\\_engagement\\_and\\_equalities\\_cpe\\_committee\\_on\\_26\\_march\\_2014](http://www.highland.gov.uk/download/meetings/id/65482/item_6_report_on_actions_from_meeting_with_hug_and_members_of_the_community_safety_public_engagement_and_equalities_cpe_committee_on_26_march_2014)

Other examples of inclusive engagement and involvement would include:

Inverness East District Partnership to focus on older people's needs

[http://www.highland.gov.uk/news/article/6488/inverness\\_east\\_district\\_partnership\\_to\\_focus\\_on\\_older\\_people\\_s\\_needs](http://www.highland.gov.uk/news/article/6488/inverness_east_district_partnership_to_focus_on_older_people_s_needs)

The Lochaber District Partnership meeting to discuss mental health services for young people

[http://www.highland.gov.uk/news/article/8294/january\\_meeting\\_set\\_to\\_discuss\\_mental\\_health\\_services\\_for\\_young\\_people](http://www.highland.gov.uk/news/article/8294/january_meeting_set_to_discuss_mental_health_services_for_young_people)

Views sought on the number of wheelchair accessible taxis in the Highlands

<http://www.highland.gov.uk/yourcouncil/news/newsreleases/2013/June/2013-06-25-05.htm>

[http://www.highland.gov.uk/news/article/8457/opportunity\\_for\\_taxi\\_and\\_private\\_hire\\_car\\_operators\\_to\\_have\\_their\\_say](http://www.highland.gov.uk/news/article/8457/opportunity_for_taxi_and_private_hire_car_operators_to_have_their_say)

Customer Services Review -

[http://www.highland.gov.uk/info/591/council\\_and\\_government/592/customer\\_services\\_board\\_-\\_consultation\\_on\\_proposals](http://www.highland.gov.uk/info/591/council_and_government/592/customer_services_board_-_consultation_on_proposals)

Youth Employment Programme –

[http://www.highland.gov.uk/downloads/file/12283/youth\\_employability\\_-\\_equality\\_impact\\_assessment](http://www.highland.gov.uk/downloads/file/12283/youth_employability_-_equality_impact_assessment)

Sutherland Transport Programme

[http://www.highland.gov.uk/download/meetings/id/67372/item\\_13\\_transport\\_programme](http://www.highland.gov.uk/download/meetings/id/67372/item_13_transport_programme)

Budget consultation

[http://www.highland.gov.uk/info/777/consultation/365/budget\\_consultations](http://www.highland.gov.uk/info/777/consultation/365/budget_consultations)

## **Service Delivery**

Through our evidence gathering, engagement and equality impact assessments there have been a number of suggestions for actions and improvements to the ways that services are delivered. Many actions are taken forward in the Fairer Highland action plan. Tackling equality and discrimination is a long term aim and it is likely that some of our outcomes and supporting actions will be on-going beyond this period.

Taking into account national data, local surveys and the views and experiences of local equality groups gathered from focus groups, surveys and presentations to Members, some of the specific development across the Council includes:

### **Improving access to information:**

- *BSL interpretation and communication support is available to support D/deaf people to access council services Case study 5) and information on services in BSL video clips is due for revision.*
- *The Council continues to develop its provision of interpretation and access to translated information. Services now regularly use both face-to-face and telephone interpretation, where appropriate, to ensure effective access to services. Guidance for staff is regularly reviewed and supporting materials developed for people who don't have English as a first language. Staff training on the use of interpreters (including BSL interpreters) has been developed and delivered in partnership with NHS Highland. Translators are arranged by Services if required, however revised summaries of services information are being translated into a range of languages*
- *On all corporate publications, it is possible to "request this information in an alternative format, e.g. large print, Braille, computer disc, audio tape, or suitable language, please contact The Highland Council's ...appropriate Service name, telephone, fax, or email". In addition the Council's Public Relations team has produced guidance on accessible design for print and powerpoint.*

- *Community learning and leisure services are delivered through the Council's arm's length company, High Life Highland, including the provision of Adult Basic Education and English and English Language classes (ESOL). ESOL is delivered in partnership through the Highland ESOL Providers network. High Life Highland also manage a small number of community based language assistants who help support families to integrate into communities where English is not their first language. <http://www.esolhighland.com/>*

**Accessing services, delivery issues and reviewing services:**

- Protocols have been agreed with Building Control and Planning for working with local Access Panels in their application process to improve awareness of accessible environments
- The Council's Customer Services review is undertaking extensive consultation
- Equalities screening (and where needed impact assessment) of all elections plans will be undertaken and focus group consultations with people with disabilities will be done prior to elections as part of the plan to increase voter turnout.
- The Council has recently reviewed its approaches to better manage the transitions of young people into services for adults and made proposals for a new strategic approach, including the appointment of a lead Elected Member.
- The Council's Finance Service leads on Benefits maximisation and *Money Advice* service and works with the Chief Executive's Office on contractual arrangements with Advice Agencies. In both instances there is a strong focus on inclusive services and supporting vulnerable groups. A working group is established around Welfare Reform and reports regularly to Resources Committee, for example [http://www.highland.gov.uk/download/meetings/id/67503/item\\_8b\\_welfare\\_reform\\_report\\_welfare\\_reform\\_fund\\_proposals](http://www.highland.gov.uk/download/meetings/id/67503/item_8b_welfare_reform_report_welfare_reform_fund_proposals)

**Case study 5: Communication Support**

As a result of feedback and discussions with the local Deaf community, in April 2014 the Council introduced new arrangements to provide communication support for people who are D/deaf, deaf-blind, deafened and hard of hearing to support access to Council and NHS Highland services.

The new arrangements continue a long-standing partnership approach to providing communication support by the Council and NHS and support our aims to advance equality and mainstream provision:

- Booking of interpreters is now undertaken in-house by the Council's Customer Services team and a BSL/English interpreter is employed by the Council
- Additional support is procured from local, skilled freelance LSPs who were known to the Deaf community

- The Council also arranges bookings on behalf of NHS

Key objectives for the partners include:

- the provision of sustainable and adaptive services which aim to deliver better value for public funding while maintaining standards of service and identifying future improvement opportunities

- improved information on the demand for, and use of, services

- increased engagement with the local Deaf community

- greater awareness in our organisations of communication support services and the rights of deaf people to access services and information.

[http://www.highland.gov.uk/news/article/7594/new\\_support\\_in\\_highland\\_for\\_deaf\\_people\\_to\\_access\\_council\\_and\\_health\\_services](http://www.highland.gov.uk/news/article/7594/new_support_in_highland_for_deaf_people_to_access_council_and_health_services)

We have widely promoted the recent extension of the ContactScotland pilot to cover other public bodies to the local Deaf community. <http://contactscotland-bsl.org/>

### **Case study 6: New Council Website**

The Council's new website was launched in May 2014 was been designed using industry best practice to develop the site's content and improve accessibility. Developments included a focus groups with local disabled people prior to the launch

An accessibility audit for Highland Council website was carried out by the Digital Accessibility Centre (DAC) user/technical team on 17th October 2014. The quality of the site tested was good and it was obvious that a lot of consideration had gone into making the site accessible.

<http://www.sitemorse.com/survey/report.html?rt=978>

[http://www.highland.gov.uk/news/article/8315/highland\\_council\\_ranked\\_one\\_of\\_top\\_councils\\_for\\_online\\_presence](http://www.highland.gov.uk/news/article/8315/highland_council_ranked_one_of_top_councils_for_online_presence)

### **Public awareness**

We use a range of ways to demonstrate how the Council makes a positive contribution to a more equal society, and to promote equality and good relations to the wider community in Highland.

The Council website is one of our principal means of communication, and there has been much work undertaken to ensure it meets accessibility standards. Formal reports to [Council Committees](#), including the CPE, are loaded onto the website and are available for the public to view in advance of meetings and minutes of decisions are added shortly after. For example, a recent report on hate crimes at CPE committee attracted media interest; actions to follow the report are agreed by members.

As part of our commitment to making the decision making process as open and accessible as possible, the Council has introduced webcasting of public meetings that are held in the Council Chamber, Inverness.

In addition to a web section on Equal Opportunities, the Council also promotes public accessibility through the home pages of the website including:

- Use of [Browsealoud](#), text to speech function
- A link to the Highland Council's British [Sign Language \(BSL\) homepage](#) featuring BSL videos explaining our Services and general contact information.  
<http://www.highland.gov.uk/bsl> and information on interpretation and translation  
[http://highland.gov.uk/info/751/equality\\_diversity\\_and\\_citizenship/318/our\\_website\\_in\\_other\\_languages](http://highland.gov.uk/info/751/equality_diversity_and_citizenship/318/our_website_in_other_languages)

The Council uses Press Releases as a means of raising public awareness of its commitment to equality and examples are contained throughout this report. Increasingly, social media is also used to promote and highlight events such as International Women's Day, LGBT History month etc.

### **Case study 7: DisabledGo**

In April 2014, DisabledGo launched an access guide to Inverness and the surrounding area covering 1000 venues across Inverness and the surrounding area. All venues were visited and assessed by a DisabledGo surveyor who has looked at a whole range of accessibility features from parking to accessible toilets and DisabledGo worked closely with the Inverness Disability Access Panel throughout this development. This work was supported and promoted by the Council and the guide is available to anyone, whether tourists, businesses or local people.  
[http://www.highland.gov.uk/news/article/7886/the\\_highland\\_council\\_inverness\\_access\\_panel\\_and\\_disabledgo\\_are\\_proud\\_to\\_present\\_the\\_access\\_guide\\_to\\_inverness\\_city\\_and\\_surrounding\\_wards](http://www.highland.gov.uk/news/article/7886/the_highland_council_inverness_access_panel_and_disabledgo_are_proud_to_present_the_access_guide_to_inverness_city_and_surrounding_wards)

## **Partnership and working with others**

The Scottish Government has recently published new guidance for Local Authorities and partners on reviewing Single Outcome Agreements. This will require new style SOA's which will specifically address equalities issues, and take account of the equality outcomes being developed by partner agencies.

Partnership working is well developed in the Highlands and an [Equality and Diversity Partnership Group](#) has met since 2006 to share information and work in collaboration wherever possible. Examples of partnership working on equality and diversity would include the following:

- Access to Interpretation services
- Hate incident reporting
- Communication support for people who are Deaf or hard of hearing
- Violence Against Women strategy

- Women in Management “Springboard” development programme delivered in partnership with Scottish Natural Heritage
- MARAC Partner produced an annual report detailing their involvement in Multi Agency Risk Assessment Conferences, also known as (MARAC)  
[http://www.highland.gov.uk/news/article/8037/multi-agency\\_risk\\_assessment\\_conference\\_marac\\_annual\\_report\\_produced\\_for\\_the\\_highlands](http://www.highland.gov.uk/news/article/8037/multi-agency_risk_assessment_conference_marac_annual_report_produced_for_the_highlands)
- Development of a desktop Communication Aid with Lochaber Disability Access Panel and Sense Scotland – circulated to all Council offices and reception areas.

There is a requirement on voluntary and community groups applying for Council grants to provide information on equalities as part of the award of funding. Discretionary grants have provided an opportunity to support community led initiatives to promote equality. Some examples of community activities support includes:

- Scottish Inter Faith Week
- Support for Disability Access Panels
- Chinese New Year and associated work with schools
- International Women’s Day
- Arts events for learning disabled people
- Ethnic Minority Law Centre
- Highland Multicultural Friends group

## Staff training and awareness

### **Staff training and awareness**

To support the Council's equality work we need to ensure staff and elected members are aware of our equality duties, but also how they affect service delivery and staff management. We will:

- Provide staff and elected Members with an understanding of equality legislation, the concepts of equal outcomes and diversity, as well as the impact of prejudice, stereotyping, and the various types of discrimination.
- Promote knowledge and understanding of the general and specific duties amongst our employees, elected Members and communities.
- Identify and address training needs of employees in relation to the duties. This includes identifying key staff to undertake training in carrying out equality impact assessments.

Some of the ways that we do this include:

Training for staff on equality and diversity. Central to this is a one day course which is part of the Council's core competencies, however, this can be adapted to a half day course or briefing session if there are particular demands from services or groups of staff. The training is provided at locations across the Council area. This course is designed and delivered in-house.

Additionally, we continue to build a portfolio of equalities related training, e-learning and resources and, carry out training of trainers on specific issues.

The portfolio is illustrated on page 19 and brings together:

- Equality and Diversity training
- Custom built Public Sector Equality Duty e-learning
- Custom built disability equality awareness e-learning
- Using interpreters and communication support
- Mental health in the workplace (face to face and e-learning)
- Women in Management workshops
- Customer care training – building in equality and diversity
- Equality impact assessment training – face-to-face and e-learning
- Stonewall LGBT awareness e-learning course
- Cultural Awareness (Faith and Religion awareness) e-learning
- Rainbow Folk awareness sessions on care of older LGBT people – looking at raising awareness with other staff groups
- Violence Against Women training
- Human Rights courses for HSC staff working with older people

Additional resources are added as they become available.

Other means of raising awareness include:

- Briefings and information on the Council website, for example information about the Equality Act and the public sector duties, or information on how to access interpreters and translators
- Briefings for Senior Managers and elected members
- Items in the Council Newsletter, the Big Issue
- Specific agenda items to Council committees
- Promoting the Council's commitment to equality and the legal requirements on staff and the organisation in staff induction and Employee Review and Development
- Highlighting training and annual events such as International Women's Day or LGBT History month on the Council intranet.

Going forward, we continue to review equality and diversity training and will develop a short e-learning refresher course to target staff who have not undertaken training recently. A new e-learning course on the Public Sector Equality Duty training will be rolled out to managers during 2015 and training will be developed aimed at teaching staff. Equality and Diversity training will be delivered to all elected Members during 2015.

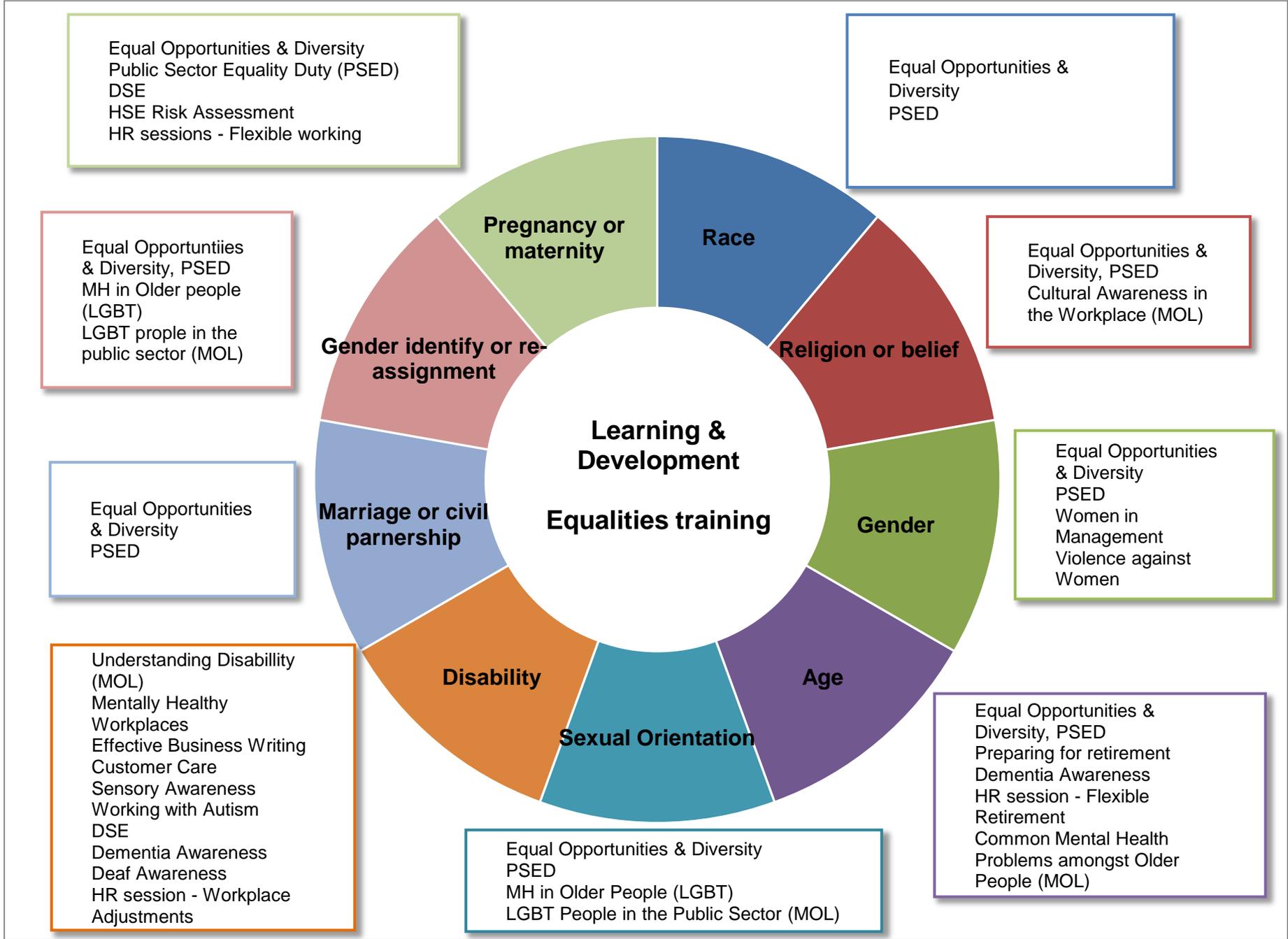
#### **Case study 8: Mental Health and Wellbeing in the Workplace**

Mental health issues are consistently the main cause for referral to the Council's occupational health service. Within the workplace, good line management can be crucial in supporting mental health and wellbeing, spotting early signs of mental health problems and initiating early intervention.

A Council's policy on Managing Mental Health and Wellbeing in the Workplace was approved in April 2013 setting out responsibilities for all staff and gives practical advice on managing staff who may suffer from mental ill health. Alongside the policy and guidance, Learning and Development have worked closely with the Centre for Healthy Working Lives (CHWL) to become accredited to deliver **Mentally Healthy Workplace training for managers** in-house.

The course has been tailored for the Council and aims to raise awareness and increase understanding of mental health issues. It equips managers with the appropriate tools to identify issues at the earliest stage and directs them to the range of support available. This training is mandatory for all staff with responsibility for others. 375 managers have completed the course (as at end Dec 2014) and feedback has been very positive.

A full evaluation measuring the impact of training is currently underway. Managers at all levels and across all Services and areas will be sampled and a Survey Monkey questionnaire, along with telephone and face to face interviews with staff who have attended training, will be used to establish findings. Mentally Healthy Workplace (Council intranet) <http://ntintra1/persintra/health&safety/hs-w-mentalhealth.htm>





## Performance

The Council's public performance survey and employee survey are both designed to pay due regard to our equality duties. In both cases, specific questions are included about perceptions of equality and diversity, and all questions are analysed by protected characteristics. In the case of some groups, numbers of responses are too low to provide robust information, but we have also gathered valuable feedback which has informed approaches and actions.

Progress on an equalities action plan is reported primarily to the Community Safety, Public Engagement and Equalities committee, and employment related reports are presented to Resources committee. Progress on equality outcomes and future reports on mainstreaming and employment duties will continue to be made to committees.

The only SPI with a focus on equality related to the number of Women in the top 2% and top 5% of Council earners.

Information on Council performance can be found at:

[http://www.highland.gov.uk/info/695/council\\_information\\_performance\\_and\\_statistics/289/how\\_we\\_are\\_performing](http://www.highland.gov.uk/info/695/council_information_performance_and_statistics/289/how_we_are_performing)

## Tackling discrimination and stigma

The mainstreaming report provides an opportunity to describe the Council's positive contributions to advance equality and promote good relations between different groups. However, we know that despite over 30 year of equality legislation and significant progress in some areas, certain groups of people still face inequality, discrimination and harassment, and do not enjoy the same life opportunities as everybody else.

As mentioned in the data gathering section, we know that responses to questions about attitudes to equality and diversity in Highland tend to be slightly less positive, and that of Citizen Panel respondents 30% feel there is sometimes good reason to be prejudiced against certain group. Discriminatory attitudes were more likely to be made about Black and Asian people, Muslims, lesbian and gay people, transgender people and Gypsy/Travellers.

Tackling both Violence against Women and hate incidents and crimes feature in the Council's equality outcomes, and in the current SOA as key partnership activities to address inequality.

Whilst hate crime and hate incidents are at a low level in Highland we know from speaking to people that hate incidents are probably higher than our local statistics show and that we need to work harder and demonstrate to people that it's worthwhile reporting these incidents. It is recognised that, for a wide variety of reasons, people are often reluctant to report hate incidents. This should be borne in mind when considering the statistics.

- Partner agencies use the Hate Free Highland campaign to encourage the reporting of hate incidents and crimes and raise awareness of their impact  
<https://www.hatefreehighland.org/>. Partners have also worked with local football clubs to campaign against racist abuse  
[http://www.highland.gov.uk/news/article/6411/partners\\_get\\_together\\_with\\_football\\_clubs\\_to\\_highlight\\_hate\\_crime\\_message\\_to\\_fans](http://www.highland.gov.uk/news/article/6411/partners_get_together_with_football_clubs_to_highlight_hate_crime_message_to_fans)
- In September 2013, the Council supported and participated in the LGBT Youth Scotland Conference <https://www.lgbtyouth.org.uk/news/safer-stronger-fairer-highlands>
- In 2013 and 2014, the Council has supported and participated in local delivery of the Scottish Mental Health Arts and Film Festival. Plans are underway for 2015.  
<http://highlandmhfestival.com/index.php/brochure-2014>
- The Council is supporting tailored welfare advice clinics across the Highlands including support for specialist training for CAB workers to provide advice to people with mental ill health  
[http://www.highland.gov.uk/news/article/8171/highland\\_council\\_agrees\\_164k\\_funding\\_for\\_welfare\\_advice\\_and\\_support](http://www.highland.gov.uk/news/article/8171/highland_council_agrees_164k_funding_for_welfare_advice_and_support)

## **Mainstreaming Equality in Education**

Significant progress has been made to mainstream equality in Education since 2013 through commitments in the revised Integrated Children's Plan, a requirement for schools to develop an Equal Opportunities policy, and the revision of anti-bullying policies for schools.

Delivering the Curriculum for Excellence (CfE) has important implications for schools, including pre-school and community staff, young people, teachers and parents in Highland. The aim is to achieve a transformation in education by providing a coherent, flexible and enriched curriculum for all young people from 3-18. A key focus in the CfE on Health and Wellbeing enables work on attitudes, values and inclusion to be to the fore.

Supporting this work in schools, the Highland Council and its partners aim to improve and integrate services for children, families and young people. This is reflected in the Integrated Children's Plan, which uses the principles of GIFREC (Getting It Right for Every Child) and sets out commitments from to improve and develop services against the key SHANARI themes, to achieve:

- A single service system
- Enhanced support to children and families, when they need it
- Investment in universal provision and early intervention
- Improved services and improving outcomes for Highland's children

Additionally, the Children and Young People (Scotland) Act 2014 aims to ensure that children's rights influence services and places duties on the Council to promote the United Nations Convention on the Rights of the Child.

### **Integrated Children's Plan: For Highlands Children 4**

*For Highlands Children - Volume 4* (FHC4) is the revised Children's Service Plan for the Care and Learning Service, and incorporating children's services delivered by NHS Highland. The impact of FHC4 will be measured in terms of how safe, healthy, achieving, nurtured, active, respected and responsible and included children and young people are as a result of the implementation of the plan. There are a range of engagement mechanisms around FHC4 improvement groups

- Local Youth Forums
- Pupil Councils
- Highland Youth Voice (the Youth Parliament)
- Highland Youth Convenor
- Highland Members of the Scottish Youth Parliament
- Director meets with children's representatives, prior to agenda setting for Committee

Equality is embedded in FHC4 and Improvement Groups will continue to work with partners to provide access to good quality services and improve outcomes for all children and young people, and in particular will:

- Identify and address inequalities and disadvantage

- Tackle discrimination and stigma
- Seek to improve access to services for underrepresented, vulnerable and excluded groups and increase their involvement in employment and community life.

Partners will make positive contributions towards Highland being a fair and inclusive place for children and young people and shall demonstrate a commitment to equality of opportunity across each of the themes.

Committee Report

[http://www.highland.gov.uk/download/meetings/id/66377/item\\_7\\_for\\_highlands\\_children\\_4](http://www.highland.gov.uk/download/meetings/id/66377/item_7_for_highlands_children_4)

FHC4 [http://www.highland.gov.uk/download/meetings/id/66378/item\\_7\\_booklet\\_a](http://www.highland.gov.uk/download/meetings/id/66378/item_7_booklet_a)

### **Whole School Equality Approach**

Equality issues in Education are progressed and monitored through a Care and Learning equalities working group. This group is represented on the corporate cross-service equalities group. Reports on how the Education Authority meets the Public Sector Equality Duty presented to the Education, Children and Adult Services Committee with progress reports also provided to the Community Safety, Public Engagement and Equalities Committee

The whole school approach to equality has been strengthened by the introduction of a new standard equality and diversity policy and revised bullying policy:

#### ***Promoting Equality and Diversity Policy/Toolkit***

A standard Highland School Equality and Diversity Policy and associated Toolkit were agreed by the Education, Children and Adult Services Committee in 2014. All schools will be required to have an active and revised Equal Opportunities Policy in place based on the standard policy and toolkit and delivered equality, diversity and children's rights training by 2017.

This requirement is supported by resources on Highland GLOW site and will contribute to all of the Education Outcomes in the Council's Equality Plan – A Fairer Highland and will directly implement Outcome 15:

*“Staff and pupils have a greater awareness of how they can support equality through delivery of curriculum for excellence and wider school approaches following the principles of the Highland Practice Model and SHANARRI”*

Committee Report:

[http://www.highland.gov.uk/download/meetings/id/66392/item\\_20\\_school\\_equality\\_and\\_diversity\\_policytoolkit](http://www.highland.gov.uk/download/meetings/id/66392/item_20_school_equality_and_diversity_policytoolkit)

*Promoting Equality and Diversity policy and toolkit*

[http://www.highland.gov.uk/download/downloads/id/11627/promoting\\_diversity\\_and\\_equality\\_policy](http://www.highland.gov.uk/download/downloads/id/11627/promoting_diversity_and_equality_policy)

#### ***Positive Relationships and Bullying Prevention Policy, Guidance and Toolkit***

Developed by the Care and Learning Equalities Working Group, this policy and guidance underwent an extensive period of consultation which included teachers, parents, and pupils, the Highland Youth Parliament, LGBT Youth Scotland, Stonewall Scotland and Respectme.

The focus of the new Policy is prevention of bullying behaviours, exploring whole school approaches to reducing incidents of bullying behaviours, whilst streamlining the procedures for dealing with incidents of bullying behaviours. The Policy closely aligns bullying prevention with the protected characteristics in the Equality Act.

*Committee Report*

[http://www.highland.gov.uk/download/meetings/id/66917/item\\_14\\_positive\\_relationships\\_and\\_bullying\\_prevention\\_policy\\_guidance\\_and\\_toolkit](http://www.highland.gov.uk/download/meetings/id/66917/item_14_positive_relationships_and_bullying_prevention_policy_guidance_and_toolkit)

*Positive Relationships and Bullying Prevention Policy, Guidance and Toolkit*

[http://www.highland.gov.uk/download/downloads/id/12121/positive\\_relationships\\_and\\_bullying\\_prevention\\_policy\\_guidance\\_and\\_toolkit](http://www.highland.gov.uk/download/downloads/id/12121/positive_relationships_and_bullying_prevention_policy_guidance_and_toolkit)

Planning for inclusion and raising awareness requires input from stakeholders who provide particular support to ensure that all learners can access the curriculum. Curricular materials such as those produced by Stonewall, The Violence Against Women training group and Enable are all able to be sited on GLOW and easily accessed by schools to incorporate into their PSE programmes. Other examples of working with stakeholders include:

- Highland Children's Forum: developing ways to hear the voice of children in need  
<http://www.highlandchildrensforum.org/>
- Enquire: Scottish advice service for additional support for learning <http://enquire.org.uk/>
- CHIP: offers information, support and advice to the families and carers of children and young people with additional support needs, and to professionals who work with them in Highland <http://www.chipplus.org.uk/>
- STEP: supports education for Travelling people within Curriculum for Excellence  
<http://www.step.education.ed.ac.uk/>

In addition to the case studies that follow, schools are regularly involved in a wide range of activities including:

- Show Racism the Red Card
  - Portree 2013  
<http://www.highland.gov.uk/yourcouncil/news/newsreleases/2013/March/2013-03-26-04.htm>
  - Inverness 2014 <http://srtrc.org/news/news-and-events?news=5029>
- Tain Academy – anti-bullying ambassadors <http://www.north-star-news.co.uk/News/Tain-school-hosts-anti-bullying-event-22092014.htm>
- Young People Philanthropy project supporting mental health projects  
[http://www.highland.gov.uk/meetings/meeting/974/adult\\_and\\_childrens\\_services\\_committee/attachment/15343](http://www.highland.gov.uk/meetings/meeting/974/adult_and_childrens_services_committee/attachment/15343)

- Roots of Empathy – an innovative programme that aims to reduce bullying by bringing a baby and parent into the classroom  
[http://www.highland.gov.uk/news/article/7626/inverness\\_pupils\\_say\\_a\\_big\\_thank\\_you\\_to\\_tiny\\_teachers](http://www.highland.gov.uk/news/article/7626/inverness_pupils_say_a_big_thank_you_to_tiny_teachers)
- Involving young women from Highland schools in the Women@Work conferences on
  - STEM <http://www.weawomenatwork.org.uk/events/article/423/Wick-STEM-Event-Report>, and
  - Women and Economy  
<http://www.weawomenatwork.org.uk/events/article/516/2014-Annual-Conference-How-to-Fund-Your-Future-Women-and-Economic-Activity-Eden-Court-Inverness-27th-November-2014-900-am-1500-pm>

### Information gathering

We can monitor practice and through the audit of need and child's plans, as well as through complaints and references to tribunals, through violent incidents and incidents of bullying that are reported. Much work is underway to improve data collection systems and ensure staff is aware of the importance of using this information in order to understand and prioritise needs.

Area managers are also able to monitoring part-time attendance and exclusions, linking these to specific pupils and to disability in particular, so that we can track these pupils and work on a return to full-time education for them, as this was an identified equality issue. Absence and attendance will remain a focus and the Scottish Government are also about to require us to track part-time attendance.

### Advancing equality: meeting the individual needs of pupils

Provision for pupils requiring additional support in schools comes under different pieces of related legislation which, helpfully, share the same principles as GIRFEC including:

- The additional support for learning (ASL) framework (Education (Additional Support for Learning) (Scotland) Act, 2004 and 2009);
- The Equality Act 2010;
- Accessibility strategies (The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002)

There is a great deal in place to meet the individual needs of pupils and access to the curriculum.

**Additional Support for Learning:** The Highland Council provides strategic development and planning for children and young people with additional support needs and also their families and those professionals and agencies who work with them. This applies to children or young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning. Additional support can be arranged for a variety of reasons and examples may include:

- Assessing, planning for and meeting the needs of children who experience barriers to learning.
- Providing support for children for whom English is an additional language.
- Access to a range of professional services, e.g. Speech & Language Therapy, Occupational Therapy, Physiotherapy, Social Work Services, and Psychological Services.
- Meeting the educational needs of children from Gypsy/Traveller families
- Use of assistive technology to improve access to education, for example for children with sight loss, dyslexic pupils
- Alternatives to pencil and paper recording for pupils with sensory / communication / motor difficulties
- Provision for Deaf and hard of hearing pupils, and pupils with a visual impairment to access information
- Access to support for a wide range of learning difficulties including autism.

Schools are also required to demonstrate how they will ensure that young disabled people are fully included in the curriculum, in communication and the school environment in an Accessibility Strategy

#### Accessibility Strategy

[http://www.highland.gov.uk/downloads/file/229/accessibility\\_strategy\\_2011\\_to\\_2014](http://www.highland.gov.uk/downloads/file/229/accessibility_strategy_2011_to_2014)

Where appropriate, schools adopt multi-agency working, including the parent / carer and the child, to address concerns and create, monitor and evaluate individual plans. The pupil will also have opportunities to make known their feelings about the plan and have them recorded.

Accommodations are routinely made for pupils whose parents wish them to adhere to their family religious or beliefs, e.g. they may wish to opt out of inclusion in elements of religious education or worship, they may require their child to wear a particular form of dress, or have dietary requirements etc.

Where identified, support is provided for parents carers involved in and informed about their child's education, particularly where additional needs have been identified. These include opportunities to influence school policies through the Parent Council, and where required, information in the parent/ carer's first language or provision of an interpreter.

## Education: Case Studies

### **Case study 9: Rights Respecting Schools Award**

Newtonmore Primary School became the first school in the Highlands to be presented with the UNICEF Rights Respecting School (RRS) Award back in [2010](#). Two other schools have since achieved RRS status (Lochyside RCPS and Milton of Leys Primary, and a further twenty are working towards the award.

The RRSA is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture to improve well-being and develop child's talents and abilities to their full potential. A rights-respecting school is a community where children's rights are learned, taught, practiced, respected, protected and promoted. Young people and the school community learn children's rights by putting them into practice every day.  
Rights Respecting Schools Award <http://www.unicef.org.uk/rrsa>

### **Violence Against Women in Education: Pathway Early Level to Senior Phase**

Our first mainstreaming report noted work to adapt an existing toolkit from another authority to promote healthy relationships and prevent domestic abuse. On review, a different approach was undertaken, with a locally developed Pathway framework that sits alongside the Sexual Health, Relationships and Parenting Pathway which includes input on developing positive relationships and issues relating to consent.

The Pathway links learning to the Curriculum for Excellence with intended learning, suggested success criteria, learning experiences, resources, assessment and vocabulary for five stages and levels ranging from pre-school to senior level.

The Pathway explains why a gendered approach is taken with connections made to the Scottish Strategy to tackle Violence Against Women 'Equally Safe'. Teaching staff intending to deliver the Pathway are advised to undertake related CPD beforehand and are directed to Equality, Diversity and Children's Rights resources on Highland GLOW.  
Equally Safe <http://www.scotland.gov.uk/Resource/0045/00454152.pdf>

### **Case study 10: MOVE**

In September 2014, Drummond School in Inverness became the first school in Highland to attain the highest level award for their [MOVE \(Mobility opportunities via Education\)](#) Programme. MOVE is an international activity based programme which uses the combined knowledge of education, therapy and family to teach children with severe motor disabilities the skills of sitting standing walking and transferring.

Inclusion and opportunity to become more independent are the main aims of MOVE, but other benefits include improved communication skills, access to the national curriculum, interaction with others and activities at school and in the community. Further information at: [http://www.highland.gov.uk/news/article/8005/inverness\\_school\\_receives\\_highest\\_move\\_awar  
d](http://www.highland.gov.uk/news/article/8005/inverness_school_receives_highest_move_award)

### **Case study 11: Lifestyle Survey**

In January 2014, the Council published the results of the third biennial survey to provide a snapshot of young people's lifestyles in the Highlands with responses from over 7,700 pupils. The Survey contributes to the implementation of Highland Council's equality priorities presented in "A Fairer Highland", specifically outcomes relating to bullying in schools.

In the 2013 survey, some questions were adapted and new ones inserted, including:

- 9 questions relating to physical, emotional and behavioural issues were added to provide additional information to understand better the question “do you have an ongoing disability?”
- Does your family come from a country outside Britain?
- Do you come from a Gypsy/Traveller family?

Information from the Survey contributes to the analysis of bullying incidents in schools as formally reported numbers tend to be low. According to the Survey:

- generally girls felt more bullied than boys across all year groups;
- Young carers experienced more bullying across all age groups;
- Children with ongoing disabilities experienced more bullying.;

The results of the Survey will contribute to planning children’s services and inform the implementation of *For Highlands Children 4*. Further information at:

[http://www.highland.gov.uk/news/article/7465/council\\_presents\\_results\\_of\\_third\\_highland\\_lifestyle\\_survey\\_of\\_young\\_people](http://www.highland.gov.uk/news/article/7465/council_presents_results_of_third_highland_lifestyle_survey_of_young_people)

### **Case study 12: A Whole-School study of the extent and impact of homophobic bullying**

International literature shows that homophobic bullying has universal impact on school ethos and pupil well-being, but there was little understanding of the extent or impact of this form of prejudice based bullying in Highland schools. To address this, a survey was carried out in one Highland Secondary School to explore pupils’ experiences of homophobic bullying and inform any need for intervention.

Analysis of data suggests the following summary conclusions:

- 13% of the sample said that they were currently affected by homophobic bullying at least monthly
- Young people who identified as being lesbian, gay, bisexual or transgender (LGBT) were at least three times more likely than others to experience homophobic bullying
- However, of those young people currently experiencing homophobic bullying, two-thirds are heterosexual, and three-quarters are boys.
- Vulnerable groups include almost anyone, openly LGBT young people and young people who do not behave according to gender stereotypes.
- 44% remembered homophobic bullying occurring in Primary School
- Homophobic bullying can occur almost anywhere, with higher frequency in unsupervised locations, but also in classes, suggesting promising scope for intervention.

It is clear that homophobic bullying begins young, but also that it can often be linked to gender based prejudice. This research suggests that homophobic bullying is a widespread and complex phenomenon with potentially adverse consequences. As a result of this work, the Council has signed up to the Stonewall Education Champions Programme and is developing an associated action plan. The results of the survey can be found at:

[http://www.highland.gov.uk/download/downloads/id/12122/homophobic\\_bullying\\_report\\_november\\_2014](http://www.highland.gov.uk/download/downloads/id/12122/homophobic_bullying_report_november_2014)

Stonewall Education Champions Programme

[http://www.stonewallscotland.org.uk/scotland/at\\_school/local\\_authorities/education\\_champions\\_programme/default.asp](http://www.stonewallscotland.org.uk/scotland/at_school/local_authorities/education_champions_programme/default.asp)

**Case study 13: Dingwall Academy's S1 Cross Curricular Deaf Studies Course**

For over 20 years, Dingwall Academy has offered Deaf Studies and British Sign Language (BSL) as study options for deaf and hearing senior pupils. In 2010, the Curriculum for Excellence gave the opportunity for the school to become the first in Scotland to offer BSL as a modern language option for S1 but demand exceeded the resource to deliver. A new approach was developed in 2013 when it was proposed that all pupils would receive short taster courses of a variety of languages.

BSL is delivered to all pupils via a cross curricular course which is better able to meet demand, as well as promote good communication and understanding between all hearing and deaf pupils. The new course focuses on real life, active learning, inclusion, equality and diversity.

As a result of taking part 87% of pupils had changed their views of deaf people to a more equal and realistic view, and deaf pupils felt their classmates were more understanding with regard to their hearing loss. Deaf pupils commented that many more pupils now try and communicate with them. Senior deaf pupils also benefited from being involved in the development of the course and the positive reaction it received. The course has been requested by other providers who have used it as a basis for similar courses.

This approach has ensured that Deaf Studies are made mainstream and not delivered to only a few. It clearly links to the duties to advance equality and foster good relations between groups, and contributes to key outcomes in For Highland's Children 4.

**Case study 14: Inverness schools welcome survivor from the Holocaust Educational Trust**

In December 2014, pupils at Culloden Academy and Millburn Academy, Inverness heard testimony from Holocaust survivor, Mala Tribich MBE, as part of a visit organised by the Holocaust Educational Trust (HET).

The testimony was followed by a question and answer session to enable students to better understand the nature of the Holocaust and to explore its lessons in more depth. The visit was part of the Trust's extensive all year round Outreach Programme, which is available to schools across the UK.

HET educates and engages students from across the UK, from all communities about the Holocaust. The first hand testimony of Holocaust gives students an opportunity to learn where prejudice and racism can ultimately lead. Further information at:

[http://www.highland.gov.uk/news/article/8225/inverness\\_schools\\_welcome\\_survivor\\_from\\_the\\_holocaust\\_educational\\_trust](http://www.highland.gov.uk/news/article/8225/inverness_schools_welcome_survivor_from_the_holocaust_educational_trust)

Holocaust Educational Trust <http://www.het.org.uk/>

# Equalities in Employment Monitoring Report

## The Highland Council

2015

## Introduction

The Highland Council is committed through policy and action to eliminate discrimination and promote equality. The Council is particularly aware of the duties under the Equality Act 2010 in terms of employment monitoring and is committed to meeting these.

The data contained in this report is relevant for 2015 and is based on data gathered over the period April 2014 – December 2014. Data gathered over the period April 2012 – December 2012 was published in the April 2013 [report](#) and is available for comparison.

This report includes the findings of analysis relating to age, disability, ethnic group and gender. The Council currently holds data on 100% of the workforce in relation to age and gender and 48% of the workforce in relation to disability and ethnic group. Data on other protected characteristics is now being collected for all new starts but is not yet complete enough for meaningful reporting. All employees will be surveyed during 2015/16 which will greatly improve the data set and allow meaningful reporting and analysis of data on all protected characteristics.

Analysis of data relating to age distribution shows a high proportion of staff aged between 41 and 60 years of age and a low proportion of staff aged 30 and under. Comparison of the two major groups, teaching staff and Scottish Joint Council (SJC) staff show an even more marked skew in the teaching workforce where the most populated is the 51 to 60 years old group. SJC staff under 30 are found predominantly in the Technical & Practical and Personal Care job families and in the lower grades 1 to 5. Almost all staff who continue to work beyond 71 years of age do so in Technical & Practical jobs.

Analysis of trends shows that employment data relating to age has been relatively stable since 2013 with no significant changes.

1.8% of Council employees have reported as being disabled. Of the 48% of the workforce for which the Council holds relevant data, 3.6% have reported as being disabled. Disabled people are under-represented in the workforce and an action plan will be prepared in 2015, in partnership with the trade unions, to address this.

Analysis of trends shows that employment data relating to disability has been relatively stable since 2013 with no significant changes.

Based on the 48% of the workforce on whom the Council hold data, the make-up of ethnic groups employed by the Council largely reflects the wider Highland population as described in the 2011 census. Given the small number of people from minority ethnic communities living in Highland, and reflected in the Council workforce, it is difficult to draw firm conclusions from the analysis. Despite the small numbers it is hoped that over time monitoring will provide evidence of any trends that need to be analysed and addressed.

Analysis of trends shows that employment data relating to ethnic group has been relatively stable since 2013 with no significant changes.

Analysis of the data relating to gender shows a predominantly female workforce (73%). There is significant gender segregation with Business Support and Personal Care jobs being largely carried out by female employees. Although Technical & Practical jobs are carried out by similar number of

males and females, within this job family community works and craft jobs are almost exclusively carried out by male employees with female employees making up most of the catering and cleaning workforce.

SJC female staff are under-represented in grades 5 and above. This may be due to the availability of part time and part year employment. Part time employment is found predominantly in grades 5 and below. The full time and part time gender pay gaps for local authority and education authority staff are published separately as is the equal pay statement and further details on gender segregation.

In relation to gender, patterns of horizontal gender segregation are relatively unchanged since 2013. There has been a significant change in the patterns of vertical segregation particularly relating to distribution of males and female employees in management positions.

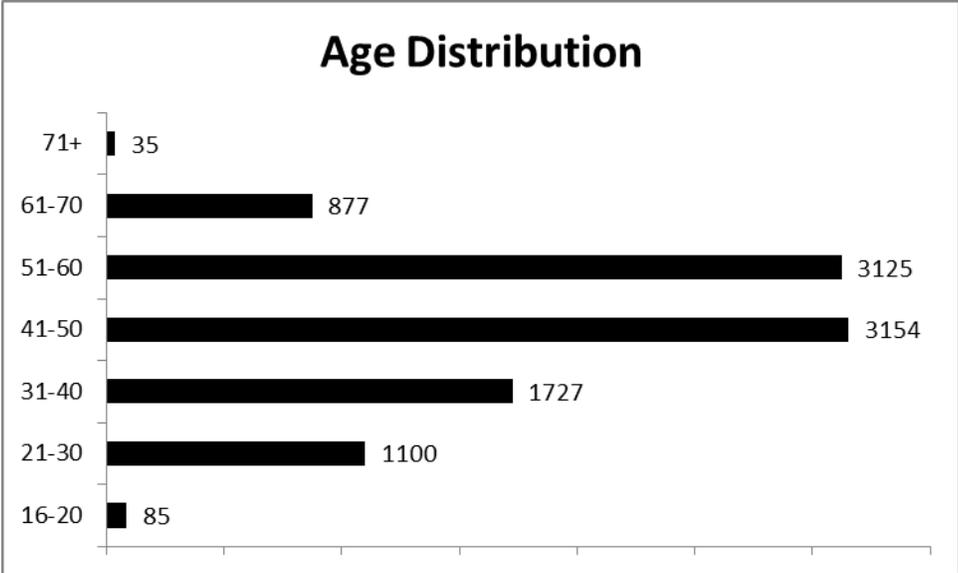
In 2015, 78 (45%) of the 173 managers employed in SJC Management posts are women. An improvement in the SJC Management pay gap coincides with a significant change in the distribution of female employees across the SJC Management grades (HC09 to HC15). The 2013 data identified a peak in the number of female managers in Management 2 (HC10) posts. The 2015 data identifies that this peak is now in Management 4 (HC12) post and the distribution of female managers across the grades is generally more even. This reflects more closely the distribution of male managers. Women are still significantly underrepresented in the Head of Service posts (HC14-15).

Since equalities employment data was first reported in this format in 2013 the Council has used analysis of equalities data to:

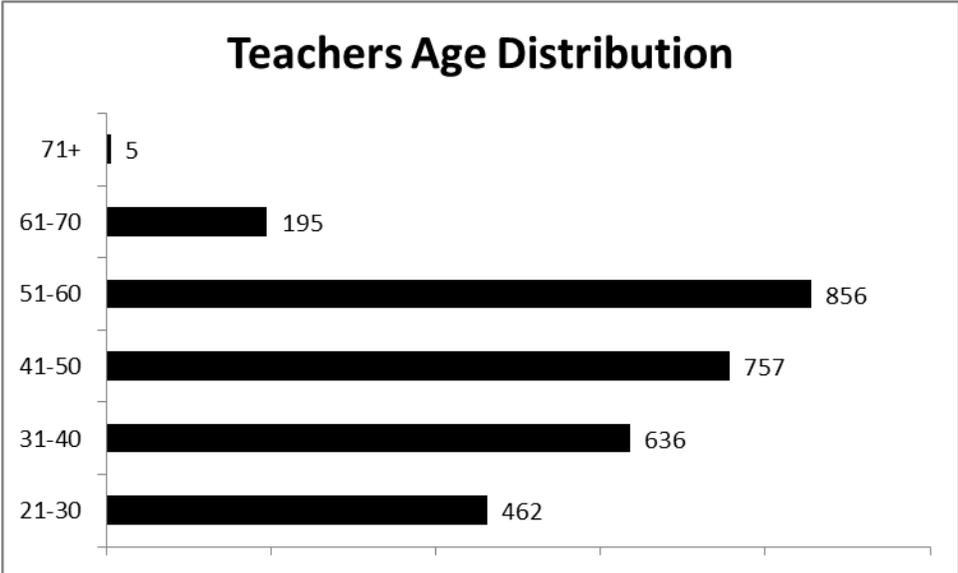
- Inform HR policy making, for example the Council's Guidance on Shared Parental Leave
- Work with Stonewall to promote LGBT equality issues
- Review recruitment advertising to address gender segregation and increase the uptake of part-time working in more senior posts
- Create and support an on-line learning resource for female employees interested in preparing for supervisory and management roles
- Improving the Women into Management programme
- Promote flexible working arrangements that support women to progress their careers
- Assist in the development of appropriate Workforce Plans and Service Learning Plans

Age

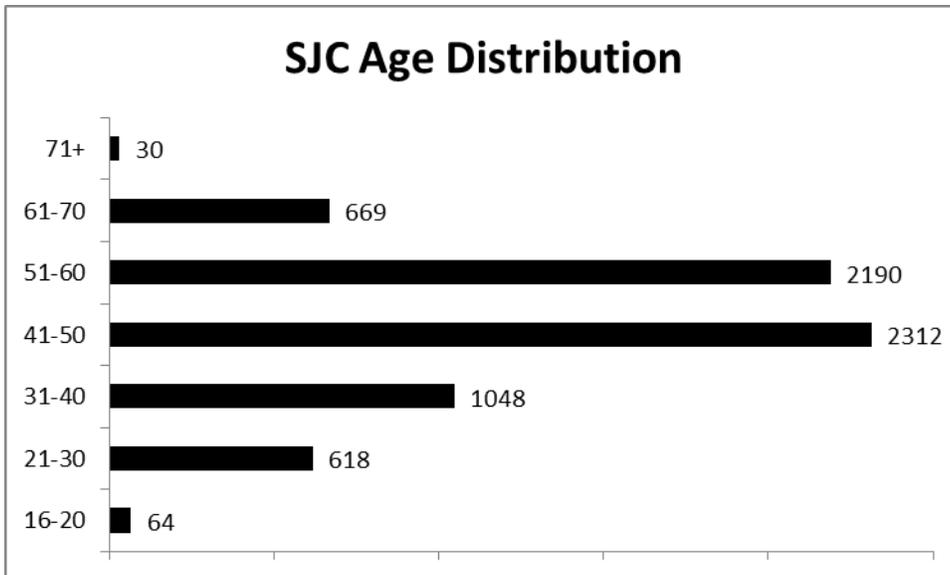
The distribution of all employees by age (Figure 1)



The distribution of teaching employees by age (Figure 2)



The distribution of Scottish Joint Council (SJC) employees by age (Figure 3)



The distribution of Scottish Joint Council (SJC) employees by age and Job Family (Figure 4)

Age Range	Business Support	Community	Management	Personal Care	Professional and Specialist	Technical and Practical	Total	%
16-20	17	1	0	18	0	28	64	0.92%
21-30	125	28	0	195	53	217	618	8.92%
31-40	180	75	10	327	144	312	1048	15.12%
41-50	332	126	54	715	264	821	2312	33.36%
51-60	303	121	93	590	214	869	2190	31.60%
61-70	99	35	16	133	62	324	669	9.65%
71+	3	2	0	1	1	23	30	0.43%
<b>Total</b>	<b>1059</b>	<b>388</b>	<b>173</b>	<b>1979</b>	<b>738</b>	<b>2594</b>	<b>6931</b>	<b>n/a</b>

The distribution of Scottish Joint Council (SJC) employees by age and grade (Figure 5)

Grade	16-20	21-30	31-40	41-50	51-60	61-70	71+	Total
HC01	22	55	41	91	117	49	6	381
HC02	19	58	112	268	230	102	13	802
HC03	6	91	143	310	306	112	2	970
HC04	7	134	254	686	635	177	3	1896
HC05	8	160	198	364	336	70	1	1137
HC06	2	53	97	166	154	47	4	523
HC07	0	30	54	127	106	27	0	344
HC08	0	3	21	50	46	16	0	136
HC09	0	32	86	121	88	37	1	365
HC10	0	2	33	64	74	14	0	187
HC11	0	0	6	37	41	11	0	95
HC12	0	0	3	16	26	3	0	48
HC13	0	0	0	6	6	2	0	14
HC14	0	0	0	1	16	1	0	18
HC15	0	0	0	5	9	1	0	15
<b>Total</b>	<b>64</b>	<b>618</b>	<b>1048</b>	<b>2312</b>	<b>2190</b>	<b>669</b>	<b>30</b>	<b>6931</b>

## Disability

The distribution of all employees by disability (Figure 6)

Local Authority	Date when data gathered	Total of workforce employed	Workers identifying as disabled		Workers identifying as non-disabled		Disability status of workers unknown	
Highland	Dec-14	10,103	177	1.8%	4,368	43.2%	5,558	55%

The distribution of employees joining and leaving the Council by disability (Figure 7)

	New Starts	Leavers
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**The Highland Council**

Disabled	0	17
Not Disclosed	0	10
Not Disabled	0	277
Unknown	1344	1200

*(At time of reporting, data on new starts is not in a form that can be reported satisfactorily. This will be amended in a second version.)*

**Ethnic Group**

The distribution of all employees by ethnic group (Figure 8)

<b>Ethnicity</b>	<b>No. of Employees</b>	<b>Highland Council %</b>
<b>Other Minority Ethnic Groups</b>	5	0.05
<b>Asian, Asian Scottish, or Asian British</b>	8	0.08
<b>Not Disclosed</b>	82	0.81
<b>White – Other White Ethnic Group</b>	152	1.50
<b>White – Other British</b>	647	6.40
<b>White - Scottish</b>	3993	39.52
<b>Unknown</b>	5216	51.63
<b>All Employees</b>	10103	

The distribution of all employees by ethnic group, excluding unknown ethnicity, in comparison with the Highland Population (Figure 9)

<b>Ethnicity</b>	<b>No. of Employees</b>	<b>Highland Council %</b>	<b>2011 Census %</b>
<b>Other Minority Ethnic Groups</b>	5	0.1	0.7

<b>Asian, Asian Scottish, or Asian British</b>	8	0.2	0.8
<b>Not Disclosed</b>	82	1.7	0.0
<b>White – Other White Ethnic Group</b>	152	3.1	4.0
<b>White – Other British</b>	647	13.2	14.7
<b>White - Scottish</b>	3993	81.7	79.9
<b>Total</b>	4887		

The provision of training by ethnic group (April-December 2014) (Figure 10)

Ethnic Origin	Applied		Received	
	No.	%	No.	%
Other Minority Ethnic Groups	*	*	*	*
Asian, Asian Scottish, or Asian British	*	*	*	*
Not Disclosed	15	1.4%	15	1.4%
White – Other White Ethnic Group	14	1.3%	14	1.3%
White – Other British	67	6.1%	67	6.1%
White - Scottish	383	34.8%	383	34.8%
Information Not Returned	623	56.5%	623	56.5%
<b>Total</b>	1102		1102	

\*Where numbers total 5 or less the exact figures will not be reported publicly.

The distribution of employees joining and leaving the Council by ethnic group (Figure 11)

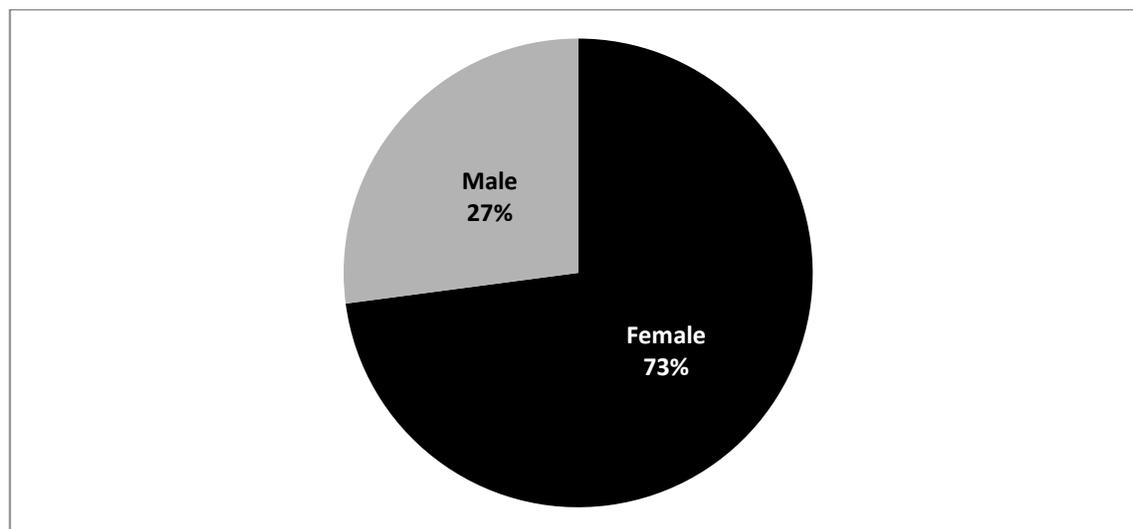
	New Starts	Leavers
<b>Black and Minority Ethnic Groups</b>	0	3
<b>Not Disclosed</b>	0	294
<b>White Groups</b>	0	7
<b>Unknown</b>	1344	1200

(At time of reporting, data on new starts is not in a form that can be reported satisfactorily. This will be amended in a second version.)

### Gender

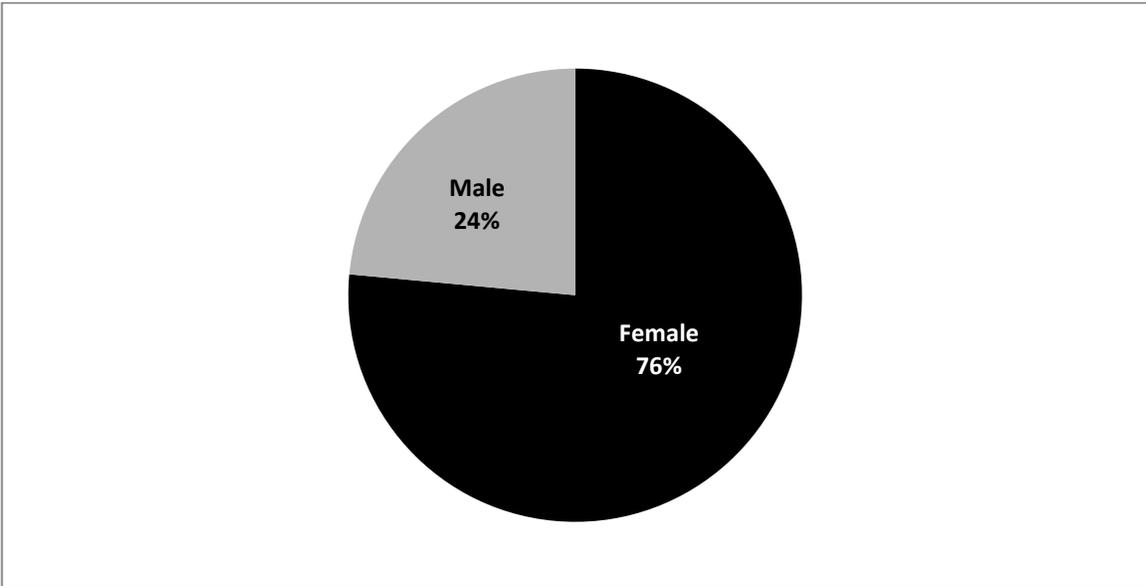
The distribution of all employees by gender (Figure 12)

Gender	Female	Male	Total
No. of Employees	7366	2737	10103



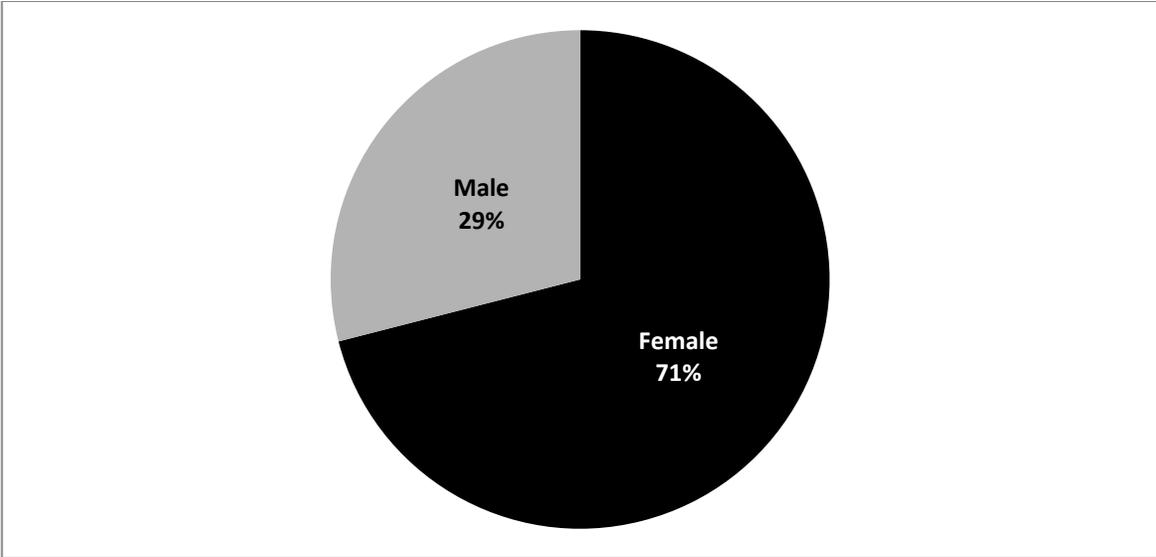
The distribution of teachers by gender (Figure 13)

Teachers	Female	Male	Total
Total	2226	685	2911

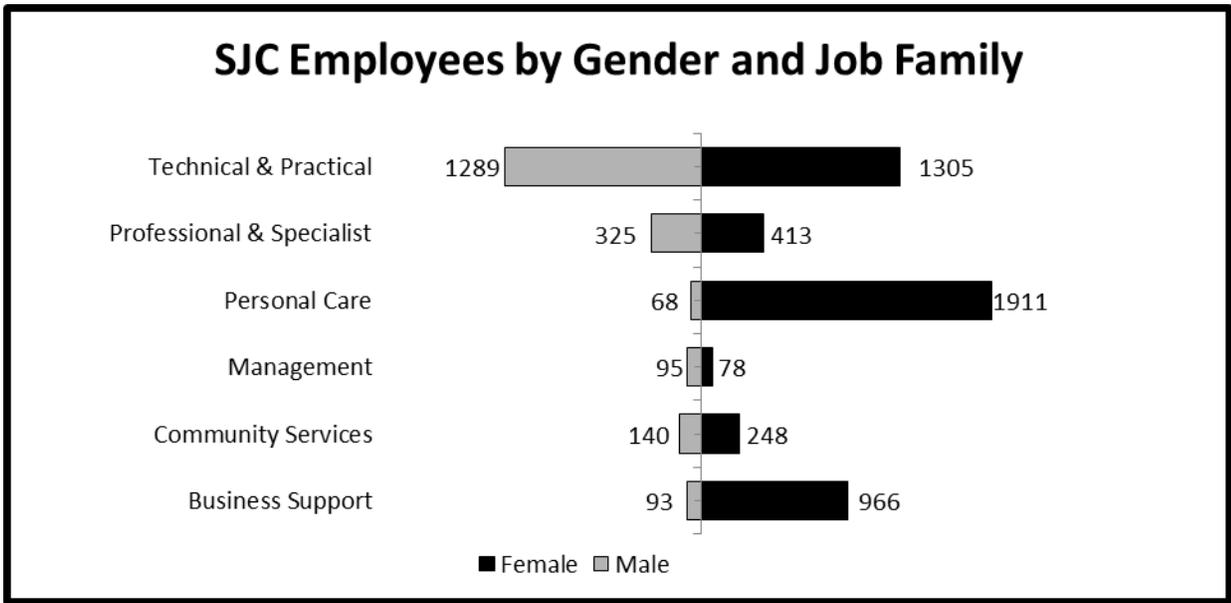


The distribution of Scottish Joint Council (SJC) employees by gender (Figure 14)

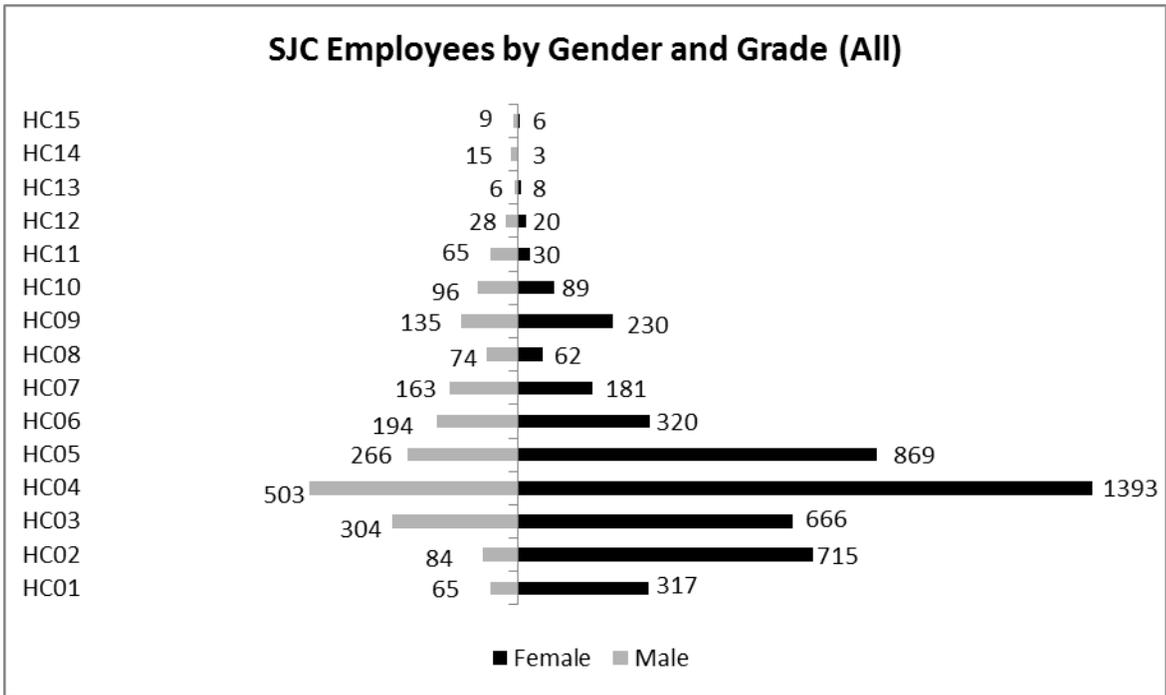
Gender	Female	Male	Grand Total
No. of SJC Employees	4921	2010	6931



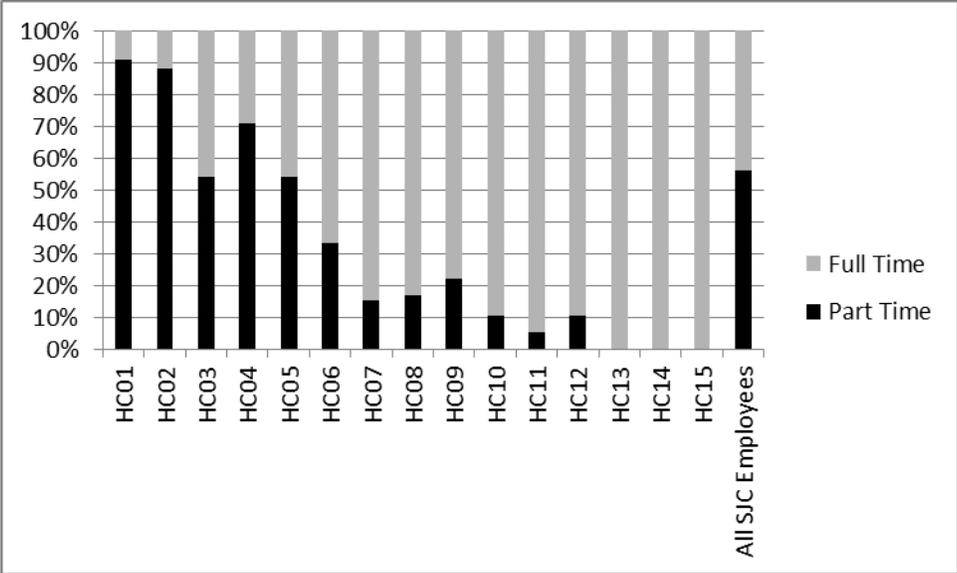
The distribution of Scottish Joint Council (SJC) employees by gender and job family (Figure 15)



The distribution of Scottish Joint Council (SJC) employees by gender and grade (Figure 16)

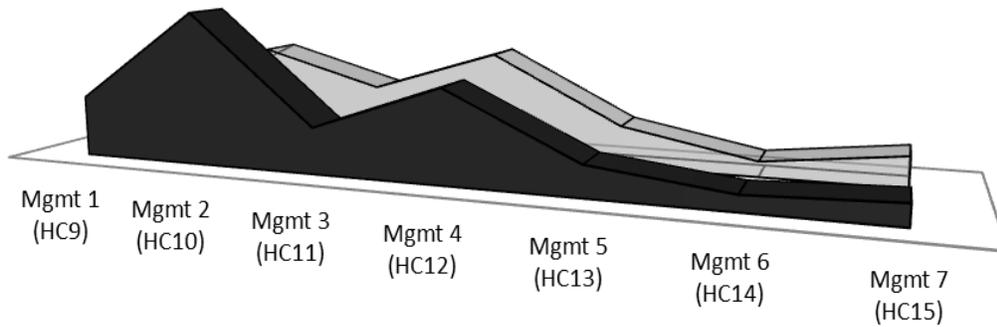


The distribution of Scottish Joint Council (SJC) part time employment (Figure 17)



Changes in the distribution of female employees in Scottish Joint Council (SJC) Management posts (Figure 18)

## Women in Management



	Mgmt 1 (HC9)	Mgmt 2 (HC10)	Mgmt 3 (HC11)	Mgmt 4 (HC12)	Mgmt 5 (HC13)	Mgmt 6 (HC14)	Mgmt 7 (HC15)
■ Females in 2013	12	30	9	18	6	3	4
□ Females in 2015	7	20	13	21	8	3	6

<sup>i</sup> The Equalities Review, Communities and Local Government, 2007