

The Highland Council
Community Safety, Public Engagement and Equalities
Committee
25 March 2015

Agenda Item	7
Report No	CPE 4/15

Equality Outcomes and Mainstreaming progress reports

Report by Head of Policy and Reform

Summary

This report provides a summary of the requirements on the Council, the Education Authority and the Licensing Board to publish reports on how equality is mainstreamed in the organisation and progress towards achieving our Equality Outcomes. The Mainstreaming Report is attached as Appendix 1 and the Equality Outcomes progress report as Appendix 2.

1. Background and statutory requirements

- 1.1 The Equality Act 2010 provides protection for people from discrimination on the basis of the 'protected characteristics' of disability, race, gender reassignment, age, marriage and civil partnership, pregnancy and maternity, religion or belief, sex, and sexual orientation. It places a 'general' public sector equality duty (PSED) on the Council to give due regard in its work to the need to:
- Eliminate unlawful discrimination, harassment and victimisation;
 - Advance equality of opportunity between people who share a relevant protected characteristic and those who do not; and
 - Foster good relations between people who share a protected characteristic and those who do not.
- 1.2 Additional specific duties were introduced by secondary legislation in the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. These are intended to support the better performance of the PSED by listed public bodies, including Local Authorities, Local Education Authorities and Licensing Boards. Specific duties include requirements to publish information from April 2013 and progress reports every two years. In 2015 we are required to publish:
- A mainstreaming report;
 - Annual employee information together with details of the progress made in gathering and using the information to better meet the duty;
 - A report on progress made towards achieving equality outcomes first published in 2013; and
 - Updated gender pay gap information.
- 2. The Council's Fairer Highland Plan**
- 2.1 The Council's equalities plan, A Fairer Highland 2012-17, builds on earlier achievements and sets out arrangements to meet the requirements of the

Equality Act 2010. It is evidence-based as described below.

2.2 Evidence for equality work is based on a range of local and national data sources such as the Census and Scottish Household Survey, along with qualitative information on the life experiences of local groups affected by prejudice, stigma and under-representation. In preparation for the Fairer Highland Plan a [Highland Equality Profile](#) was developed in 2012. This profile is currently being updated to take account of the Census 2011 results; some key demographic information includes:

- 51% of the Highland population is female and 49% is male, compared to 52% and 48% respectively for Scotland.
- Highland has an older population than Scotland; 32% of Highland's population is under 30 compared with 36% across Scotland.
- 46.1% of people in Highland are married or in a civil partnership (0.12% in civil partnerships). 24% are single compared to 28% of Scotland's population.
- The majority of people living in Scotland and Highland are White Scottish. In Highland, a larger percentage describes themselves as White-Other British (15% in Highland versus 8% in Scotland). Highland has a slightly higher than average Polish population (1.48% compared to 1.16%)
- The minority ethnic population of Highland is 1.4%, up from 0.8%, compared to 4% for Scotland overall.
- According to the Scottish Household Survey, 21% of people in Highland have a long-standing limited illness (LTLI), health problem or disability compared to 18% in Scotland. LTLI increases with age, with 59% of men and 66% of women over the age of 75 having a LTLI compared to 8% of men and 7% of women under 30.
- The most common response to the question of faith in the 2011 Census was 'No religion' in Highland and Scotland. The second most popular faith was Church of Scotland, and the percentage is higher in Highland (36.9%) than in Scotland (32.4%).

2.3 In addition, we continue to analyse results by equality groups in both the Council's Public Performance Survey and the Employee Survey to identify if there are any significant differences or similarities in views.

2.4 Engagement with local equality groups also provides us with a source of valuable feedback on the experiences of groups and individuals covered by the protected characteristics. Involvement with equality groups has included focus group consultations, presentations from groups to Members and staff and on-going contact with a range of groups.

2.5 A cross-service equalities working group of officers meets quarterly to provide updates on developments with equalities work across the Council. Progress on equalities work is reported to the Council's Community Safety, Public Engagement & Equalities Committee. Elected Members continue to engage with equality groups on a regular basis. During 2013-15 they met with representatives from sensory impairment groups, LGBT forum, mental health advocacy group, women's groups, and attended a seminar on Gypsy/Traveller issues.

3. Mainstreaming equality and the Duty to report on progress

- 3.1 Mainstreaming simply means taking equality into account in everything we do. This means considering the three elements of the PSED in our functions as an employer, when planning or providing services, and in decision-making. 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. In doing so:
- Equality becomes part of our structures, behaviours and culture; and
 - We know and can demonstrate how the Council promotes equality, and builds it into continuous improvement and better performance.
- 3.2 As required by Specific Duties, the Council published its first [Mainstreaming Report](#) in March 2013 and a subsequent report is due two years on. The report must include (if not published elsewhere) an annual breakdown of the information collected under its duty to gather and use employee information and provide details of the progress that it has made in using that information.
- 3.3 An updated Mainstreaming Report is attached in **Appendix 1** to describe equalities work undertaken by the Council, the Education Authority and the Licensing Board. Where possible, links are provided to existing reporting systems, for example to committee reports. It includes a number of case study examples of activities to advance equality and information on how we build equality into the work of the Council through:
- Assessing the impact of our policies and practices, and the Council's decision making processes, on equality groups.
 - Gathering and using equality evidence including employment information.
 - Staff training and development related to equality and diversity.
 - Inclusive approaches to engagement and consultation
- 3.4 The mainstreaming report includes Council staff employment information 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.
- ### **4. Gender Pay Gap Information**
- 4.1 The gender pay gap is the difference between the average male and female pay rates. Information on the gender pay gap in Highland Council employment was [reported to Resources Committee](#) on 25 February 2015 showing an improving picture for gender pay gaps for all employees, across full time and part time posts.

- 4.2 Since an Equal Pay Audit was carried out in 2013, a number of actions have been taken to address gender segregation, the availability of part time work in senior grades, and to further promote flexible working arrangements that support women to progress their careers. Although there is still work to do, these actions have coincided with a significant improvement in the equal pay gaps relating to women in management positions. The combined pay gap relating to SJC Management employees has reduced from +11.2% to +7.9%.

5. Equality Outcomes

- 5.1 [A Fairer Highland](#) set out the Council's commitment to meeting the equality duty through three overarching equality outcomes, that:

- People are, and feel, free to live their lives without harassment and discrimination, and can take part in community life.
- People benefit from public services in a fairer way and are able to have their say about them.
- Staff feel there is an organisational culture where everyone is treated with dignity and respect.

- 5.2 The Council published a full set of 20 equality outcomes and other relevant information in March 2013. Over time, these outcomes aim to contribute to a fairer, more inclusive Highland. Areas identified as priorities from engagement with local equality groups and national evidence include:

- Improving public attitudes and awareness: *The % of adults who feel there is sometimes good reason to be prejudiced against certain groups has reduced from 33% in 2011 to 23% in 2014.*
- Education: *A new Promoting Equality and Diversity Policy/Toolkit has been developed to be rolled out to all schools by 2017*
- Tackling discrimination, prejudice and safety: *There is increased understanding in Highland of hate incidents and of their impact on individuals and communities from 60% in 2013 to 71% in 2014.*
- Access to employment and occupational segregation: *There has been an increase in the % of women in the top 2% of Council earners from 51% in 2011/12 to 57% in 2014/15 and the combined gender pay gap has reduced between 2013 and 2015.*
- Participation and representation: *a review of polling stations has been carried out to ensure the accessibility of polling stations and the voting process and democratic engagement has been undertaken with young people.*

Appendix 2 provides a summary of progress since March 2013 towards achieving these outcomes.

- 5.3 Further work will be undertaken to incorporate and align the Licensing Board's equality outcomes to the Council's equality outcomes.

6. Conclusions

- 6.1 The Council makes a commitment to equality throughout the themes of its programme "[Working together for the Highlands](#)", reflecting our three overarching equality outcomes. Along with our community partners we also commit to tackling

significant inequalities through the [Single Outcome Agreement](#).

- 6.2 The reports appended describe the progress to date against our equality outcomes for the period 2013-2017 and how equality is mainstreamed in the Council. We continue to recognise the importance of working with our partners and local communities to promote and advance equality, to manage the impact of current budget challenges on all equality groups and to strengthen relations between and within communities.
- 6.3 We are aware that we need to continue to make improvements in some areas of work. In particular, we recognise the need to sustain awareness raising and training of staff and elected Members. In March 2015, the Council agreed that all Members must undertake equality and diversity training before the end 2015 and annually thereafter and that this will be necessary for Members to continue to sit on a Strategic Committee of the Council. Seminars will be run for Members. Other training developments include the roll out of E-learning on the Public Sector Equality Duty to all managers and refresher training on equality and diversity for all staff.
- 6.4 Community planning partners are currently working together on reducing health inequalities and developing a joint understanding of rural poverty and fragility to inform future partnership working. In addition work is underway to create a partnership approach to reducing poverty across the Highlands. These work streams will take protected characteristics into account as some equalities groups are more likely to experience low income, poverty and exclusion.

7. Implications

- 7.1 Financial implications: There are no new financial implications arising from the mainstreaming and outcomes reports. The actions planned are resourced.
- 7.2 Risk implications: The reports attached manage the risk that the Council would not meet its public duties in the Equality Act by failing to respond to the publication and reporting duties. Failure to comply has the potential to result in enforcement action, legal challenge or loss of reputation.
- 7.3 Equalities implications: the report covers progress on how the Council aims to fulfil equalities duties and respond to the need of different equalities groups.
- 7.4 Climate change implications: There are no climate change implications arising from this report.
- 7.5 Rural implications: The Fairer Highland Plan covers all of Highland and new work to understand the experience of equalities groups living in rural areas is under development.
- 7.6 Gaelic implications: There are no new Gaelic implications arising from this report. The final published reports will follow the Council's policy on translation.

8. Recommendation:

Members are asked to:

- Consider the progress made on mainstreaming equalities across the Council and approve the report at Appendix 1 for publication; and
- Consider the progress made on Equalities Outcomes and approve the report at Appendix 2 for publication.

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Background Papers:

Appendix 1 Mainstreaming Report 2013 – 2015

Appendix 2 Equality Outcomes Progress Report

[A Fairer Highland](#)

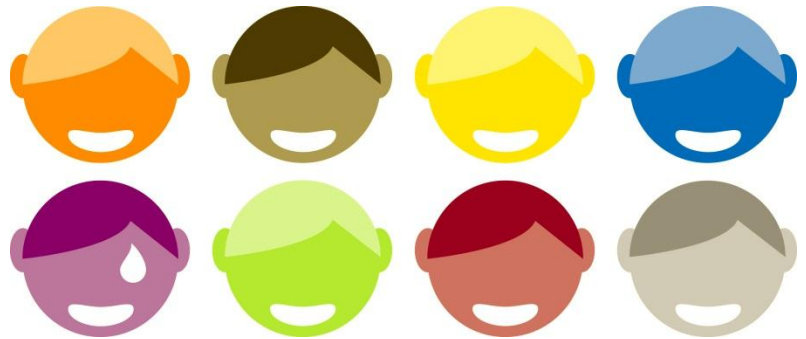
EHRC

(2012) [Mainstreaming the equality duty](#)

(2014) [Technical Guidance on the Public Sector Equality Duty Scotland](#)

(2014) [Reporting requirements of the Scottish Public Sector Equality Duty](#)

THE HIGHLAND COUNCIL



**March
2015**

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

This is the Highland Council's first 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.

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 30th 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

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

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.

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 (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

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
- Youth Employment Programme – 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

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 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/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
- Equality Impact Assessment reports
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.

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

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

Other examples of inclusive engagement and involvement would include:

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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

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

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

Customer Services Review -

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

Sutherland 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

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

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

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

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
- 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

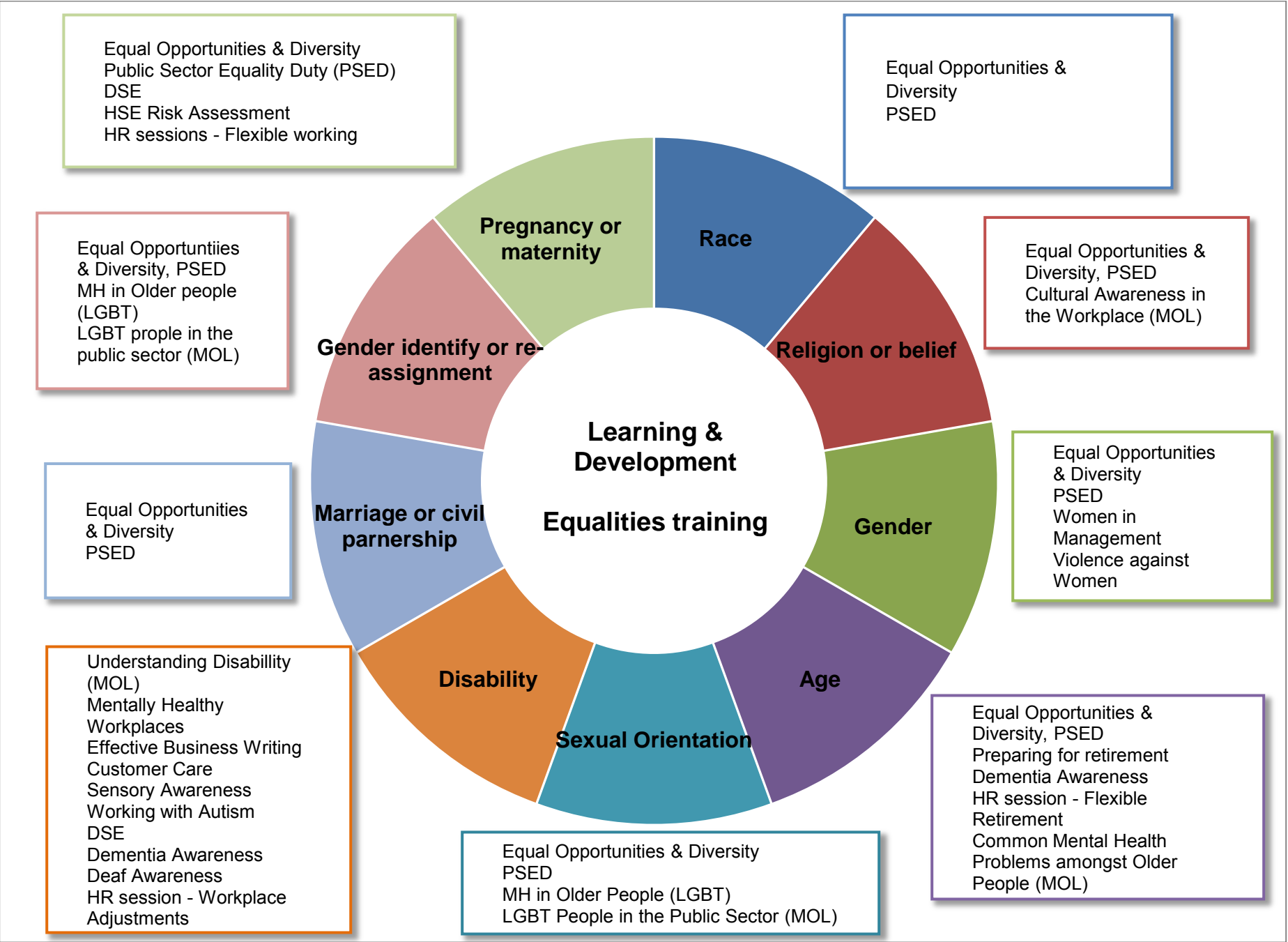
Mental health issues are consistently the main cause for referral to the Council's occupational health service. Within the workplace, good line management can be crucial in supporting mental health and wellbeing, spotting early signs of mental health problems and initiating early intervention.

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>

APPENDIX 1: Mainstreaming report



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

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
- 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

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

FHC4 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

Promoting Equality and Diversity policy and toolkit

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

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

- 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
- 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

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

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

Stonewall Education Champions Programme

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

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.

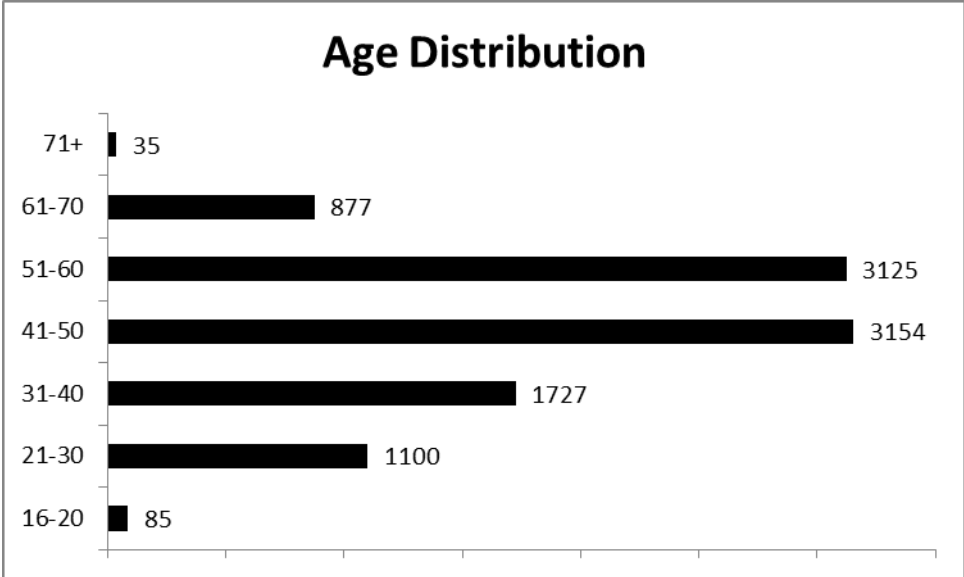
In 2015, 78 (45%) of the 173 managers employed in SJC Management posts are women. An improvement in the SJC Management pay gap coincides with a significant change in the distribution of female employees across the SJC Management grades (HC09 to HC15). The 2013 data identified a peak in the number of 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:

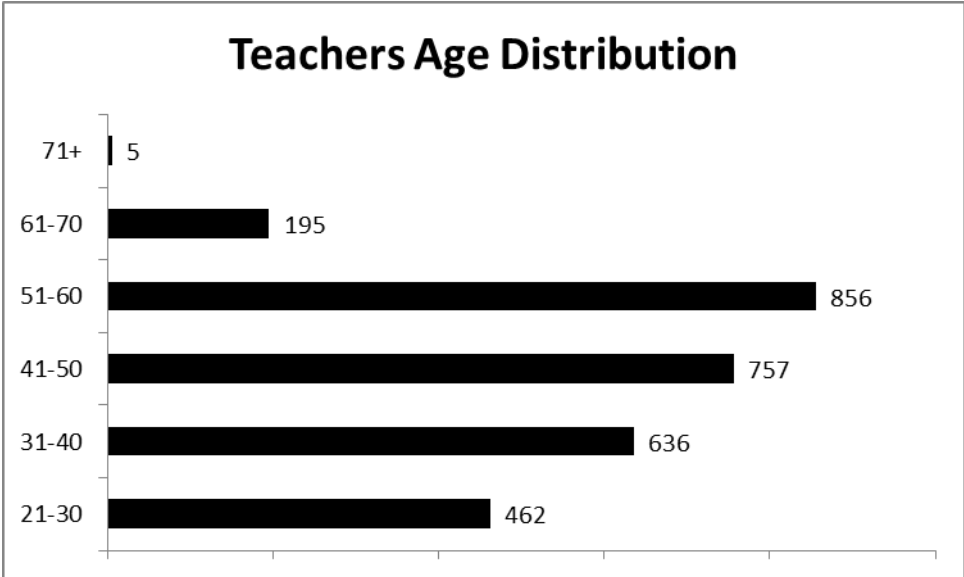
- Inform HR policy making, for example the Council's Guidance on Shared Parental Leave
- Work with Stonewall to promote LGBT equality issues
- Review recruitment advertising to address gender segregation and increase the uptake of part-time working in more senior posts
- Create and support an on-line 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

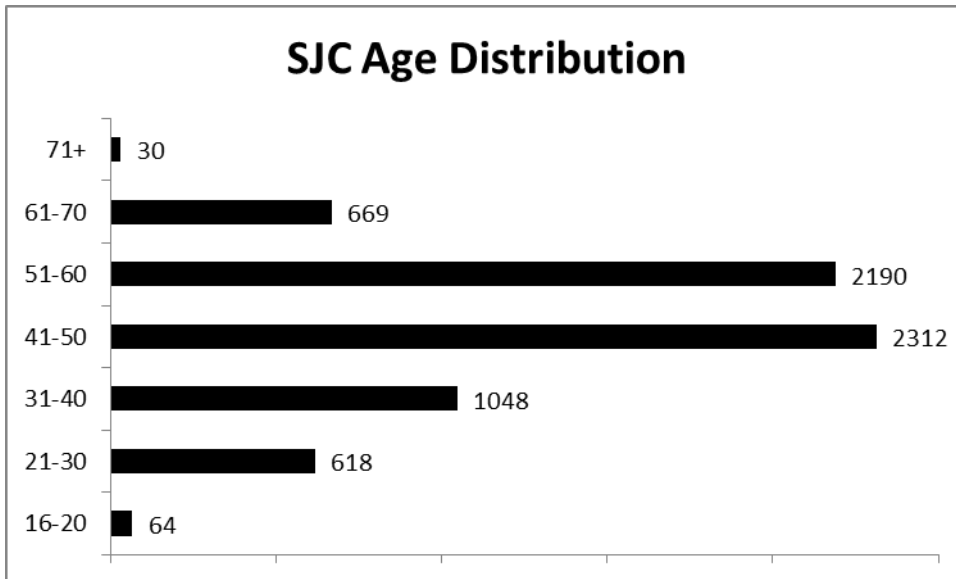
The distribution of all employees by age (Figure 1)



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%
Total	1059	388	173	1979	738	2594	6931	n/a

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
Total	64	618	1048	2312	2190	669	30	6931

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)

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

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

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

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

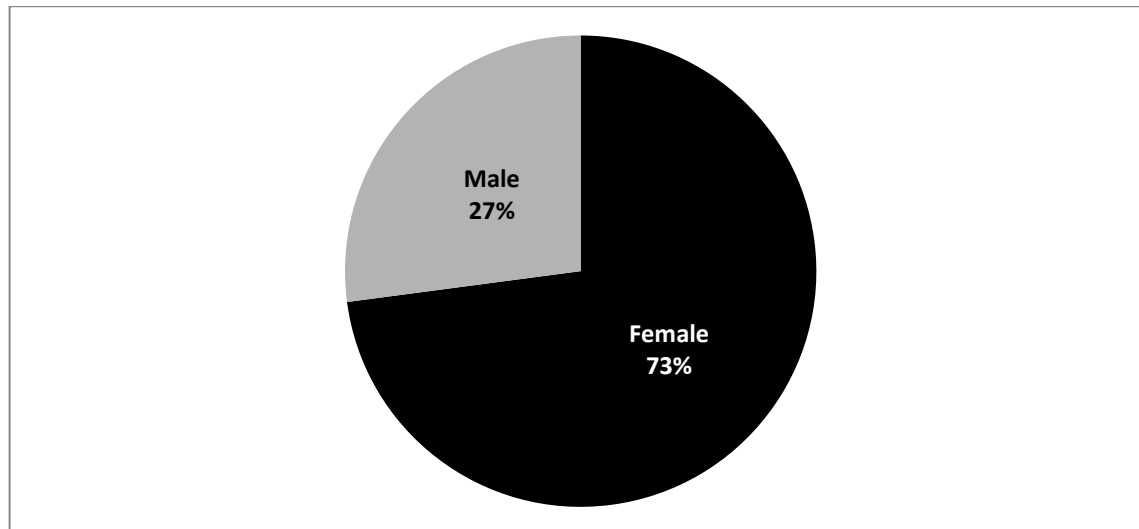
	New Starts	Leavers
Black and Minority Ethnic Groups	0	3
Not Disclosed	0	294
White Groups	0	7
Unknown	1344	1200

(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.)

Gender

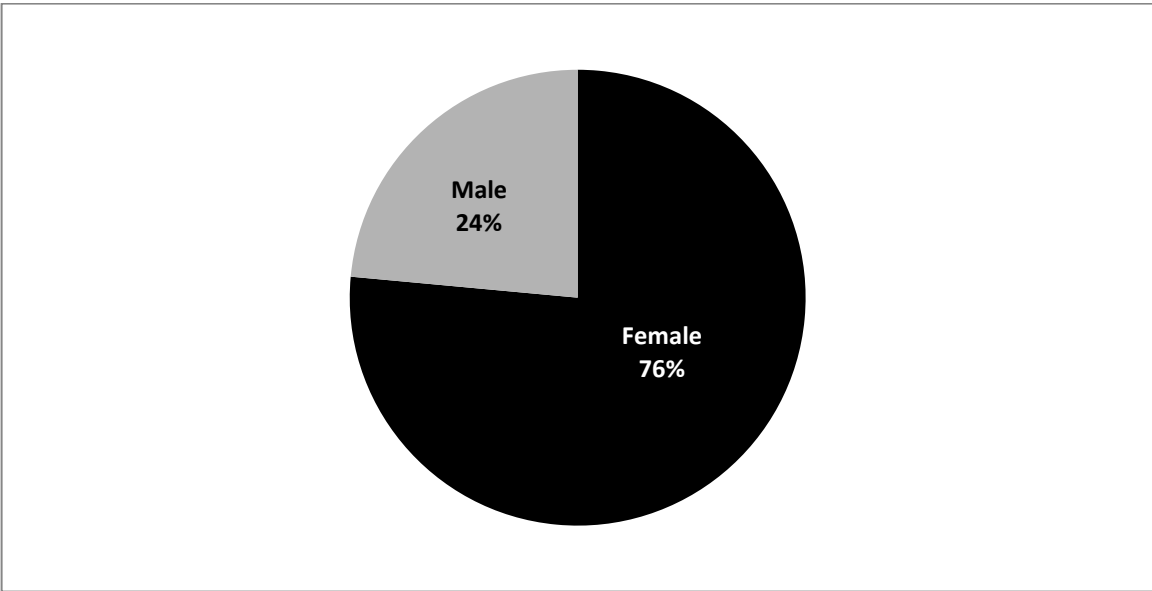
The distribution of all employees by gender (Figure 12)

Gender	Female	Male	Total
No. of Employees	7366	2737	10103



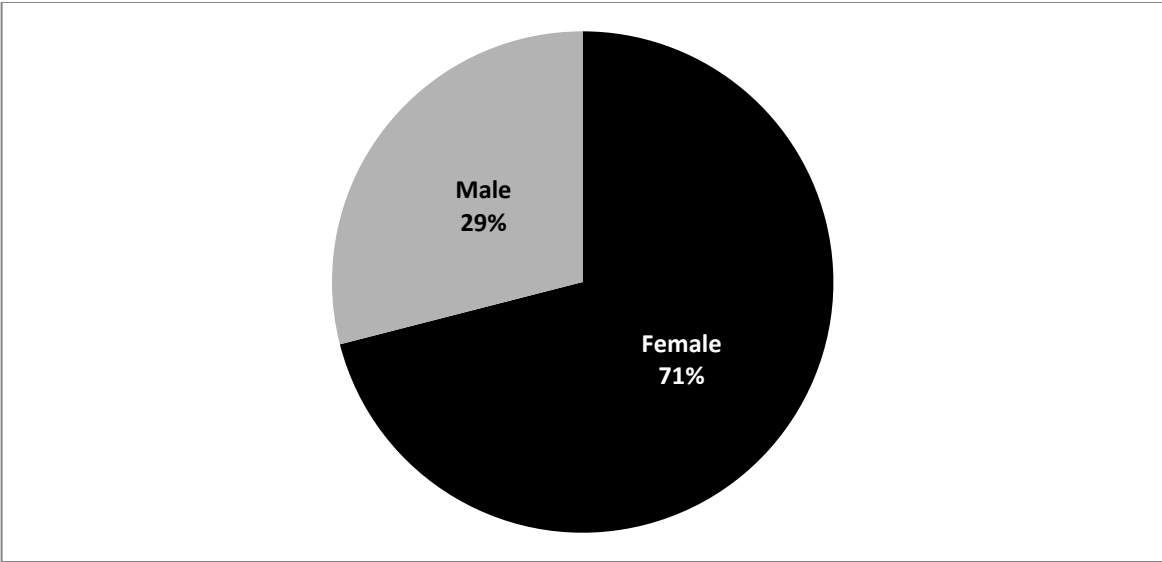
The distribution of teachers by gender (Figure 13)

Teachers	Female	Male	Total
Total	2226	685	2911

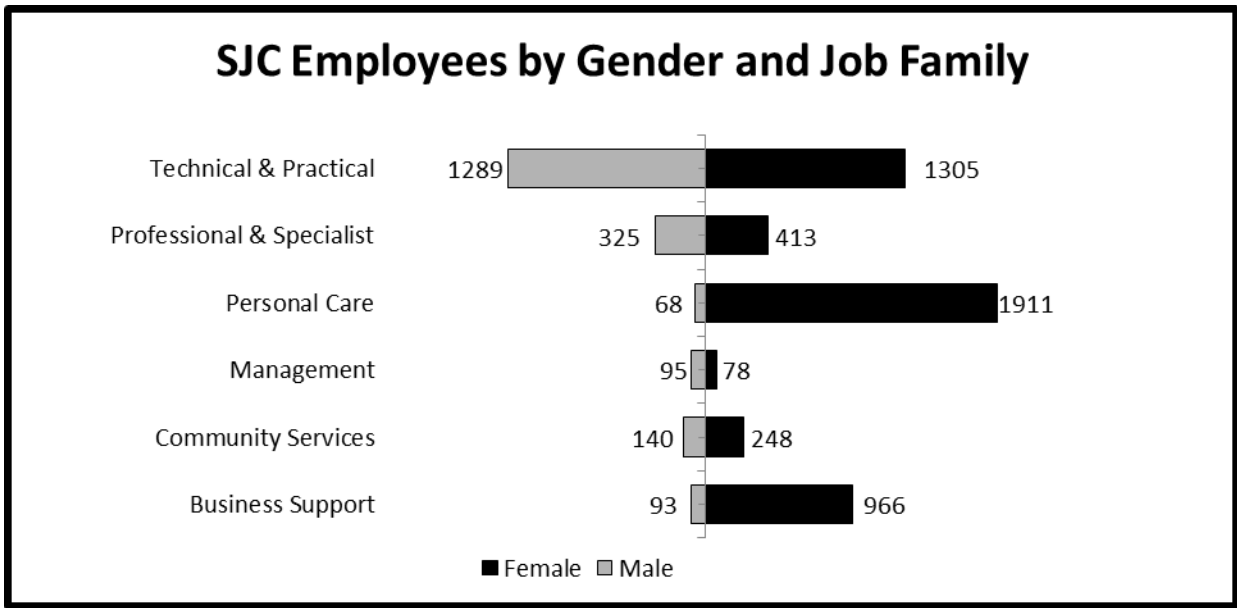


The distribution of Scottish Joint Council (SJC) employees by gender (Figure 14)

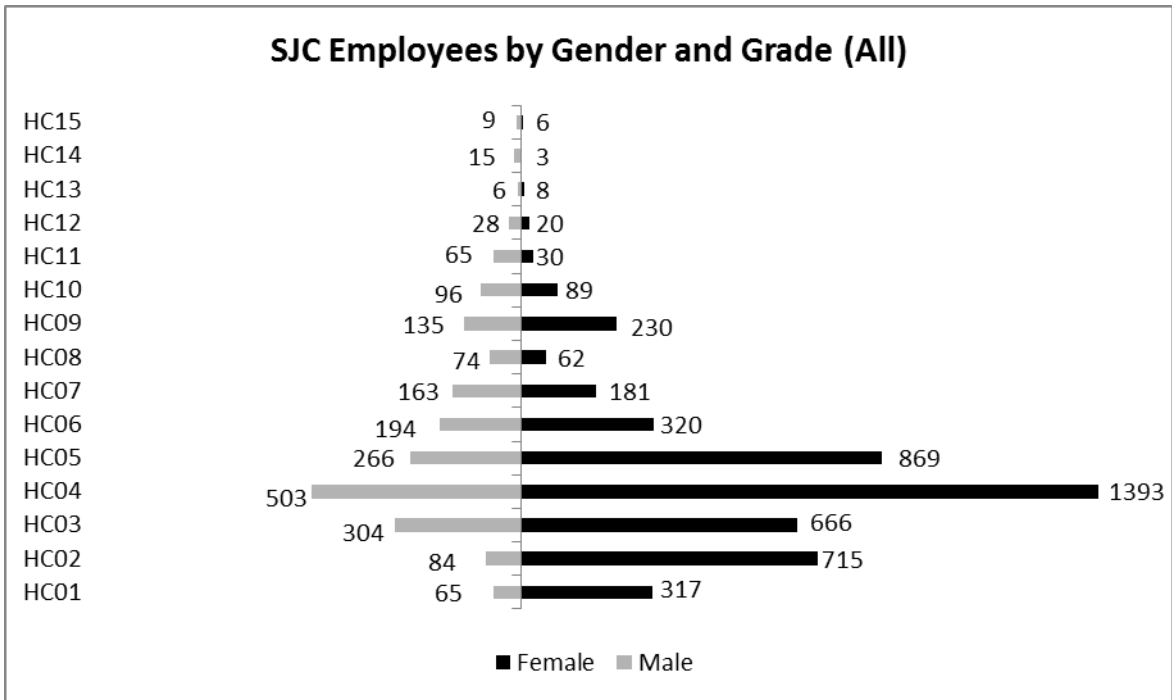
Gender	Female	Male	Grand Total
No. of SJC Employees	4921	2010	6931



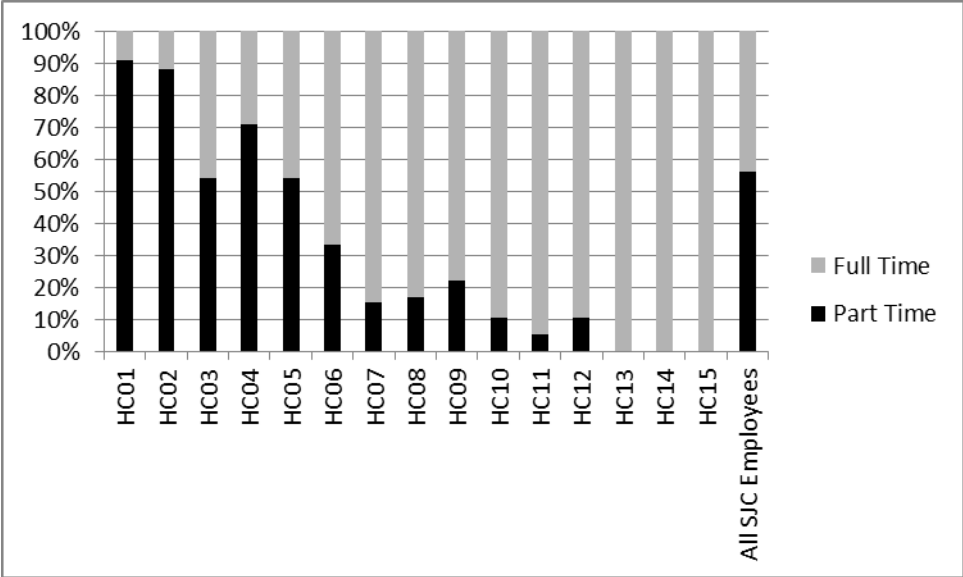
The distribution of Scottish Joint Council (SJC) employees by gender and job family (Figure 15)



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

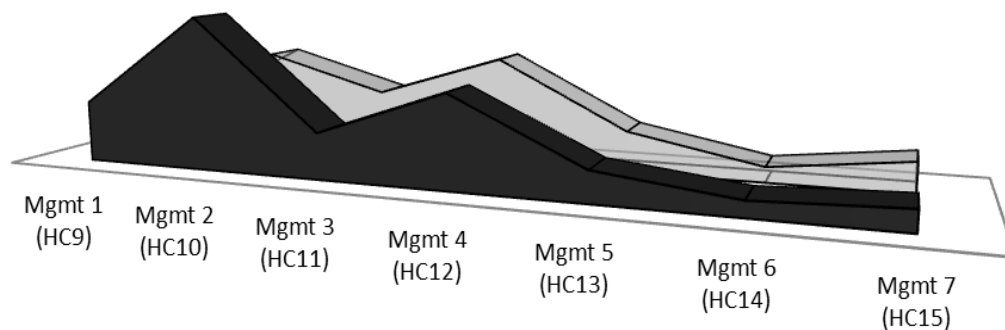


The distribution of Scottish Joint Council (SJC) part time employment (Figure 17)



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

ⁱ The Equalities Review, Communities and Local Government, 2007

Overarching outcome:	People are, and feel, free to live their lives without harassment and discrimination, and can take part in community life
Outcome 1: Involved Protected Characteristics: All Equality Duty: 1,2,3	People feel involved and are able to participate in public life and influence decision making <i>Council and Licensing Board</i>
<p>During 2013-15:</p> <ul style="list-style-type: none"> • Organisations representing equalities groups have been invited to participate in the Council's Communities Panel – one of the first issues for engagement will be the second round of budget consultation http://www.highland.gov.uk/download/meetings/id/66115/item_7_communities_panel_development • The budget consultation included a series of 9 focus groups to include representation from groups that may not use traditional forms of engagements (surveys, wider public events). This included groups representing people with learning disabilities, affected by mental health problems, the local Deaf Forum, visually impaired, and older people. http://www.highland.gov.uk/info/777/consultation/365/budget_consultations • The Council continues to work with partners to engage with young people, including and supporting the role of the Highland Youth Convenor. http://www.highland.gov.uk/info/828/activities_and_support_for_young_people/5/young_people • Ensure that the Customer Services Review proposals include methods to understand the impacts of proposed service changes on particular groups in the community. Current evidence shows this is important for older people and people with disabilities in particular. • http://www.highland.gov.uk/news/article/8321/highland_council_begins_public_consultation_on_future_of_service_points • The Council has developed a range of Digital access solutions ranging from webcasting committees to social media http://www.highland.gov.uk/info/695/council_information_performance_and_statistics/366/social_media • We continue to improve our approach to accessible information through the availability of communication support (including interpretation and translation). • The elections team delivered a workplan to engage young people in democracy, carried out a review of polling stations and ensured the accessibility of polling stations and the voting process. <p>Review of Polling Places http://www.highland.gov.uk/download/meetings/id/67090/item_13_-_review_of_polling_districts_and_polling_places_2014 http://www.highland.gov.uk/news/article/8201/review_of_polling_districts_and_polling_places_in_highland</p> <p>Democratic Engagement with Young People http://www.highland.gov.uk/download/meetings/id/15880/item5iicpe313pdf</p>	

<http://www.highland.gov.uk/download/meetings/id/15879/item5icpe213pdf>

<p>Outcome 2: Highland is a welcoming place Protected Characteristics: All Equality Duty: 1,2,3</p>	<p>Highland continues to be viewed as a welcoming place to live and there is positive support for an equal society</p> <p>Council</p>
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Responses to our annual attitudes and performance survey indicate tolerance levels for equality and diversity may be increasing. *In 2014:*

- 76.8% of respondents felt Highland should do everything it can to get rid of all types of prejudice, continuing an upward trend (73.6% recorded in 2013, 70.4% in 2012; 66.9% in 2011).
- 52.2% of people prefer to live in an area with lots of different kinds of people, up from 46.8% in 2011.
- 86% of Citizen’s Panel respondents (also 86% in 2013 and 2012; 85.3% in 2011) believe their communities are accepting of people coming to live in the area from outside the Highlands.

(Public Performance Survey 2014).

In April 2014, DisabledGo launched an online access guide supported by Inverness Common Good Fund which covers 1000 venues across Inverness and the surrounding area. All venues have been visited and assessed by a DisabledGo surveyor who has looked at a whole range of accessibility features from parking to accessible toilets.

http://www.highland.gov.uk/news/article/7774/inverness_access_guide_for_disabled_and_older_people_launching_in_april

Increasingly social media is used to promote activities and events, for example, International Women’s Day, LGBT History Month, access to online BSL interpretation. We have supported an LGBT Youth Scotland conference in Highland. Local schools have carried out anti-stigma activities with Show Racism the Red Card and HUG (Action for Mental Health).

<p>Outcome 3: Violence Against Women</p>	<p>a) Long term impact of Violence Against Women (VAW) on women and children is reduced</p> <ul style="list-style-type: none"> • Women affected by VAW receive services which meet their needs • Children and Young People affected by VAW receive services which meet their needs <p>b) Violence Against Women is Reduced</p> <ul style="list-style-type: none"> • Perpetrators are tackled about their behaviour • Reduced acceptance of VAW • There are healthier gender relationships
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	<p><i>Council and Licensing Board</i></p>
<p>The key objectives of the Highland VAW partnership workplan for 2013-16 are to: improve safety for those affected by VAW; improve services for those affected by VAW; take steps to prevent further VAW; and deal effectively with perpetrators of VAW. Actions include:</p> <ul style="list-style-type: none"> • Multi-agency Risk Assessment conferences (MARAC) • Improvements to statutory agency responses to sexual violence • Plans to establish VAW bystander intervention programmes in schools and university campuses across Highland over the next year. • Investigating the feasibility of establishing a (Cedar Children Experiencing Domestic Abuse Recovery) programme (available in other parts of Scotland) to support children and young people experiencing domestic abuse, and of introducing a voluntary referral scheme for perpetrators. <p>In Education, actions include:</p> <ul style="list-style-type: none"> • Roll out of a prevention education pack within primary and secondary schools since Autumn 2014 • Delivery of prevention education in early years settings <p>An Education ‘Pathway’ nursery through to secondary 6 has been developed and is currently being consulted on. It links closely to the Sexual Health, Relationships and Parenting ‘Pathway’ which includes significant focus on positive relationships and issues relating to consent.</p> <p>Guidance has been developed for staff who are supporting young people, post investigation, where an allegation of sexual violence has been made but no action deemed appropriate.</p> <p>Regular report on Violence Against Women are presented to the Council’s CPE committee along with copies of minutes of the Violence Against Women strategy group. Committee Reports http://www.highland.gov.uk/download/meetings/id/67086/item_10i - violence against women</p>	
<p>Outcome 4: Hate Incidents Protected Characteristics: All Equality Duty: 1,2,3</p>	<p>a) The population of Highland have an increased understanding of hate incidents and of their impact on individuals and communities. b) People feel more confident in reporting hate incidents that they have experienced or witnessed. c) People who report hate incidents feel satisfied with the response received from public agencies d) Individuals within protected groups feel safe and secure within their local community.</p>

Council and Licensing Board

Tackling hate incidents and crimes requires a holistic approach from partner agencies, to encourage reporting and recording of incidents and build confidence of community groups in the response from agencies. The local hate incident and crime partnership (Hate Free Highland) works with partners from the public and voluntary sector to raise awareness of and encouraging the reporting of hate crimes and incidents.

While most reports continue to be made directly to the Police, in Highland partners have worked to encourage the reporting of hate incidents and crimes through a range of options including online and through local third party reporting organisations

Police Scotland with input from partners report annually to the Council's CPE committee.

Measures

While the number of hate incidents being reported to Police had risen slightly in 2013-15, the actual number of crimes and offences involved had decreased.

Information on attitudes and awareness from the Council's annual Public Performance survey support this outcome:

- There is increased understanding in Highland of hate incidents and of their impact on individuals and communities. In 2013, 60% of respondents were aware of impact of hate incidents compared to 71% of respondents in 2014.

The survey also provides information about prejudice, diversity and feelings of safety:

- The survey has seen a reduction in the % of adults who feel there is sometimes good reason to be prejudiced against certain groups - 23% in 2014; 26% in 2013; 30% in 2012; 33% in 2011.
- There is a slight increase in % of adults who would prefer to live in an area with lots of different kinds of people from 46% in 2011 to 52% in 2014.
- There is a greater level of worry about being a victim of crime in general found amongst people who are disabled.

Work going forward includes

- Activities to support local third party reporting organisations
- Continue to monitor trends in reported incidents and community attitudes
- Identify new opportunities to encourage reporting of hate incidents and crimes and raise awareness of their impact. This may include working with partners such as Stonewall and with schools.
- Police Scotland (Highland and Islands Division) is to undertake a survey of all victims of hate crimes which may inform partnership activity

APPENDIX 2: Equality Outcomes

<p>Committee Reports</p> <p>Highland Local Police Area – Hate Incidents, Hate Crime and Gender Based Violence 2014 http://www.highland.gov.uk/download/meetings/id/67084/item_8 - hate incidents hate crime and gender-based violence - update</p> <p>Highland Local Police Area – Hate Incidents, Hate Crime and Gender Based Violence 2013 http://www.highland.gov.uk/download/meetings/id/16042/item_10_highland_local_police_area_%E2%80%93_hate_incidents_hate_crime_and_gender_based_violence</p>	
<p>Outcomes 5 & 6: Prejudice based bullying (schools)</p> <p>Protected Characteristics: All</p> <p>Equality Duty: 1,2,3</p>	<p>5 Pupils and school staff have a greater understanding of prejudice based bullying and its impact.</p> <p>and,</p> <p>6 Pupils and school staff feel more confident in reporting prejudice based bullying incidents that they have experienced or witnessed</p> <p><i>Education</i></p>
<p>More than 150 Highland pupils received training at Tain Royal Academy on how to prevent bullying in their schools and communities. This is the first training day for anti-bullying ambassadors to be held in Scotland and was oversubscribed due to the number of students and staff interested in taking part. It brings together young people from primary and secondary schools, of all ages and abilities, to explore and understand the issue of bullying.</p> <p>A revised bullying policy ‘Positive Relationships and Bullying Prevention Policy, Guidance and Toolkit’ was agreed in November 2014 following an extensive period of consultation which included teachers, parents, and pupils, the Highland Youth Parliament, LGBT Youth Scotland, Stonewall Scotland and Respectme.</p> <p>This resource aims to streamline the procedures for dealing with incidents of bullying behaviour and also move the focus from reaction to prevention. It is focused on building positive environments and challenging prejudice. Alongside the report the Care and Learning Service has signed up to the Stonewall Education Champions Programme.</p> <p>Future activities with the Stonewall Education Champions Programme will include:</p> <ul style="list-style-type: none"> • Further, but more sustainable, information gathering work to generalise the Survey findings • Whole school (including Primary Schools), evidence-based, approaches to addressing homophobic bullying as a specific issue • Engagement with staff groups to explore these issues for teaching and other staff, and any barriers to addressing homophobic bullying • Engagement with relevant voluntary and third sector groups and organisations to support work in Highland 	

Committee Report: 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/downloads/file/12121/positive_relationships_and_bullying_prevention_policy_guidance_and_toolkit

Overarching outcome:	People benefit from public services in a fairer way and are able to have their say about them
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Outcome 7: Customer Satisfaction Protected Characteristics: All, in particular disability Equality Duty: 1,2	We will improve customer satisfaction rates, in particular from disabled people and people who have protected characteristics feel confident about accessing our services and functions. Council and Licensing Board
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The Council's new website allows customers to access the site more effectively from mobile devices and accessibility features are enhanced.

An independent survey by Sitemorse carried out a review of the website and ranked it as 25th out of 429 UK local authorities compared with a rating of 87th previously. This means the website now ranks in top 6% of UK local government websites. "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, however a few areas of concern were encountered." Areas of concern have since been addressed
 Committee Report, Website review: http://www.highland.gov.uk/download/meetings/id/67517/item_18b_website_review_report

Procedures are in place to include Plain English assessment as part of the process of producing key public documents. Staff develop Plain English skills through internal courses such as Effective Business Writing. Key corporate documents are now being screened by the Plain English Campaign. Trained staff in the Public Relations Team also proof read documents checking Plain English standards are being met.

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We have worked with DisabledGo and the Inverness Access Panel to introduce an access guide for the Inverness area.

We have introduced new communication support arrangements for Deaf people to access Council services.

(Public Performance Survey 2014): Of the respondents who had made a personal visit to the Council, 71% said facilities for people with a disability were “good” (74% in 2013; 68% in 2012; 61% in 2011; 65% in 2010) while 5% said the facilities were “poor” (4% in 2013; 7% in 2012; 3% in 2011; 6% in 2010). For respondents with a disability though the figures were notably different in that 60% classified these facilities as “good” (compared with 73% of those who do not have a disability) and 12% said they are “poor” (compared with 3% of those who do not have a disability).

We increased the percentage of our buildings with public areas suitable for and accessible to people with a disability to 95.5% in 2012/13. This compares to 94.3% the year before.

**Outcome 8: Employability
Protected Characteristics:**
Age, disability, gender, race
Equality Duty: 1,2

Widen participation in the labour market across all client groups and across all Highland geographies:

- a) To enable those who are currently removed from the labour market, to move towards and into sustained work.**
- b) Improve equality of access to the labour market for all client groups, including disabled people.**

Ensure that young people can enter the labour market with aspiration, skills and experience:

- c) Ensure that our young people and looked after children progress to further/higher education, training or employment.**
- d) Partners address significant inequalities in Highland through a coherent and individualised approach to post school transition for young people experiencing significant barriers to employment.**

Council

The Council is a lead partner on the Highland Works Programme and supports a range of employability programmes. For example, Bridge to Employment has been run successfully for pupils in S4-S6 in a small number of schools within travelling distance of Inverness, largely on an extra-curricular basis, over the last four and a half years

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http://www.highland.gov.uk/meetings/meeting/979/adult_and_childrens_services_committee/attachment/15704 (item 10)

Activity Agreements: is a plan of learning and activity which an advisor will help a young person put together, so when they are ready they can move on from this to further education, training or employment. It can include volunteering, short courses, supported learning and practical experiences. Each agreement is individually tailored to the person

http://www.highland.gov.uk/info/878/schools/19/school_leavers/2

The Development and Infrastructure Service is currently undertaking an equality impact assessment of youth employment programme, which has also been informed by the recent Wood report. [Developing Scotland's Young Workforce](#), and will inform future tendering processes.

**Outcome 9: Gypsy/Traveller
Protected Characteristics:**
Race
Equality Duty: 1,2,3

Improvements to the life chances and experiences of Gypsy/Travellers living in Highland

Council

Reports on progress are presented to the Council's Community Safety, Public Engagement and Equalities committee and are situated as part of Equalities items in the agenda. The most recent update on Gypsy/Traveller issues was presented on 03 December.

http://www.highland.gov.uk/download/meetings/id/67088/item_11_-_update_on_gypsytraveller_issues_-_annual_report

Also report to Adult and Children Services Committee August 2013 (refer to Outcome 16)

http://www.highland.gov.uk/meetings/meeting/976/adult_and_childrens_services_committee/attachment/15453 (Item 10)

During 2014, a Highland Gypsy/Traveller Accommodation Needs Assessment Fieldwork was commissioned. This assessment will form part of the Housing Need and Demand Assessment required under Scottish Planning Policy to identify residents' priorities for site improvements and outcomes for Highland's next Local Housing Strategy for this customer group. The findings from this research also provide information on population and quality of life.

Awareness raising of Gypsy/Traveller issues continues to be included in Equality and Diversity training. Additionally, elected Members attended a briefing on Gypsy/Traveller awareness in June 2013.

The Scottish Government is currently in the process of producing a strategy and action plan for Gypsy/Travellers in Scotland, and Highland is involved in related round-table discussions on unauthorised encampments and site quality. Additionally, Highland has

recently responded to a thematic survey on Gypsy/Travellers being undertaken by the Scottish Housing Regulator is undertaking.

Measures:

Resident satisfaction with the quality of site provision and management. This has remained consistent:

- 2012: 70.83% of site residents were satisfied with site provision: Craigforth Consultancy report to Scottish Housing Regulator in 2014 as part of the Annual Return on the Charter (ARC).
- 2014: The average satisfaction level across the four sites was 70%: Craigforth Consultancy Accommodation Needs Assessment.

Reduction in people reporting discriminatory attitudes towards Gypsies/Travellers: While Gypsy/Travellers continue to be one of the groups more likely to be the subject of discriminatory attitudes, responses to a Council Survey showed a decrease in negative attitudes (34% in 2013; 36% in 2012; 41% in 2011) – Highland Council Survey of Performance and Attitudes 2013.

Highland Gypsy and Traveller Accommodation Needs Assessment 2014 and site satisfaction survey (Craigforth Consultancy)

http://www.highland.gov.uk/downloads/file/6383/consultation_with_residents_of_gypsy_traveller_sites

Annual Survey of Performance and Attitudes 2013: Equalities Analysis and Attitudes to Prejudice and Discrimination

http://www.highland.gov.uk/download/meetings/id/16044/item_12_annual_survey_of_performance_and_attitudes_2013_equalities_analysis_and_attitudes_to_prejudice_and_discrimination

Actions going forward

- Work to be undertaken with Highlife Highland to promote the cultural contribution of Gypsy/Travellers in Highland. An initial report to committee is due in June 2015.
- Maintain involvement with national strategic developments.
- Review activities following the publication of the national strategy (expected in 2015), the Scottish Housing Regulator Thematic Survey, and any other related policy directives, across all Council services and with partner agencies. This should include consideration to identify funds for early upgrading of permanent sites.
- Investigate opportunities to use the aims of the Community Empowerment (Scotland) Bill to gauge the level of Gypsy/Traveller interest in site development and management.

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<p>Outcome 10: Transport Protected Characteristics: Age, disability, gender Equality Duty: 1,2,3</p>	<p>Disabled people, older/younger people and women experience have improved access to public transport (through the provision of more accessible information on transport and better information about accessible services). Council</p>
<p>HITRANS Thistle Assistance Cards Highland Council is part of the HITRANS Regional Transport Partnership for the Highlands & Islands. In early 2015 HITRANS have produced a Thistle Assistance Card, previously available in other areas of Scotland, to assist disabled people making use of public transport. Information is to be circulated by Council's transport staff to groups on its equalities database.</p> <p><u>Lochaber Transport Advice and Bookings Service</u> A new Transport Advice and Bookings Service for Lochaber was launched in Fort William in June 2014. The new service aims to seek a more joined-up approach to the provision of transport in the area - primarily for people attending health and social care appointments and to encourage social inclusion activities.</p> <p>Press release http://www.highland.gov.uk/news/article/7603/integrated_transport_project_drives_forward_support_for_health_and_social_care</p> <p>Transport programme Highland Council's Transport Programme has emerged from the process of identifying ways to reduce expenditure over 2015-19. Consultation to understand community requirements and priorities, and supplier development events with commercial and community transport organisations, will inform proposals.</p> <p>Community transport providers may have a key role to play in the Transport Programme going forward and are represented on the Project Board. There is also a planned assessment of the new process for arranging Additional Support Needs transport with regard to home/school transport.</p> <p>The Council also continues to support both Community Transport and Dial-a-bus schemes throughout the Highlands.</p> <p>A key aspect of the Transport Programme will be engaging with the transport and community sectors to aid the process of determining future provision within the budget limit. Feedback from local equality groups, particularly those representing disability and older people, has highlighted the importance of an accessible and integrated transport system. As a result it has previously been agreed that proposals emerging from the Transport Programme will be subject to an equality impact assessment as well as a rural impact assessment. The first proposals for the Sutherland area are underway in early 2015.</p> <p>Committee report http://www.highland.gov.uk/download/meetings/id/67372/item_13_transport_programme</p>	

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Press release http://www.highland.gov.uk/news/article/8459/public_views_sought_on_transport_in_sutherland	
Outcome 11: Young people leaving school Protected Characteristics: Age (young people) Equality Duty: 1,2	Increase the number of young people leaving school moving into positive and sustained destinations <i>Education</i>
Family Firm: The concept of councils and partner agencies as ‘Family Firms’, seeks to respond to the needs of looked after children and young people as they move towards the end of their schooling and beyond, in much the same way as a parent owning their own business might for their own children. In particular it seeks to ensure that the considerable resources of the council and its partners provide a positive learning environment for the transition to employment. A consultation with young people has been conducted, resulting in the development of a Family Firm Pathway. A report on the progress of the Family Firm can be found at http://www.highland.gov.uk/download/meetings/id/65151/item_15_family_firm	
Outcome 12: Gender segregation (schools) Protected Characteristics: Sex Equality Duty: 1,2	Reduce gender segregation in positive and sustained destinations for young people leaving school <i>Education</i>
Work is being undertaken to identify the best way to measure this as data is held by a range of organisations.	
Outcome 13: Potential achievements (ASN) Protected Characteristics: Disability, race Equality Duty: 1,2	Fulfil the potential achievements of pupils with ASN. These activities will be incorporated into FHC4 <i>Education</i>
A review of Additional Support Needs in Highland has been undertaken over the past year. This review began with a period of consultation between April and August 2013, with a large number of children, parents, organisations and individual professionals being asked to contribute their views and experiences. The full report of the ASN Review can be found at http://www.highland.gov.uk/learninghere/supportforlearners/ The EAL Highland team have distributed EU Day of Languages information to all Head Teachers across Highland since 2012 and	

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several schools have held events; delivered staff training; provided advice to school staff on handling racist bullying behaviours and influenced the improvement of enrolment procedures.

The Primary Mental Health Worker service is an early intervention service and for the most part children and young people are seen very soon after a request for service has been made. A significant number of referrals, 59%, are seen within 6 weeks of the request for service being made, with 21% seen in under 14 days. Since April 2012 a total of 551 children and young people have received intervention for the first time from the PMHW service. Of these, 96% have waited less than the 26 Week NHS waiting time (HEAT) target and 92% have been seen within 18 weeks. No child or young person has waited beyond the 26 week HEAT target in the last 12 months. A full report can be found at:

http://www.highland.gov.uk/meetings/meeting/3304/education_children_and_adult_services_committee Agenda item 16.

Outcome 14: Attainment
Gender
Protected Characteristics:
Sex
Equality Duty: 1,2

Reduce attainment gaps between boys and girls

Education

A report was submitted to the Education, Children and Adults Service on educational attainment on the 28th of August 2014:
http://www.highland.gov.uk/meetings/meeting/3304/education_children_and_adult_services_committee Agenda item 13.

The difference between female and male attaining 3+ passes at Level 6 increased from 7% in 2013 to 9.9% in 2014 (Girls 35.7%, boys 25.8%), and from 3.1% in 2013 to 3.5% at 5+ Level 6 passes (Girls 15.4%, boys 11.9%).

The difference between S6 females and males passing Higher English has gone from 5.4% in 2013 to 4.3% but in Higher Maths males performed better than females with a 1.2% difference in their favour. In 2013 this gap was 2.5%.

Outcome 15: Equality and CfE
Protected Characteristics:
All
Equality Duty: 1,2,3

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 SHANNARI

Education

For Highland's Children 4 contains an Improvement Plan for children's services, built upon self-evaluation and consultation. Its implementation structure has 13 Improvement Groups. All of these groups tackle inequalities: Mental Health; Additional Support Needs; Looked after Children; Transitions; Youth Justice; Early Years; Schools; Play; Supporting Parents; Practice Model; Public Health and Wellbeing; and Child Protection.

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http://www.highland.gov.uk/meetings/meeting/3304/education_children_and_adult_services_committee Agenda item 7.

The Education Improvement Plan makes the commitment that all schools will have had training in equalities legislation and have an active equalities policy in place by 2016/17. A new Promoting Equality and Diversity Policy/Toolkit has been developed and can be found at this [link](#). Work associated with the introduction of the Policy/toolkit includes the development and introduction of a Highland GLOW Equality, Diversity and Children's Rights site to ensure that teaching staff have access to a wide range of approved and up to date information on legislation and groups with 'protected characteristics'.

http://www.highland.gov.uk/meetings/meeting/3304/education_children_and_adult_services_committee Agenda item 20.

Outcome 16: Interrupted learning
Protected Characteristics:
 Disability, race
Equality Duty: 1,2,3

We will meet the needs of children and Families who have experienced interrupted learning. This includes Gypsy/Traveller and Roma Children, young carers and Children with ASN
Education

The revised Young Carer's Strategy has been launched and its implementation will be overseen by the FHC4 Young Carers Improvement Group. A progress report can be found at

http://www.highland.gov.uk/meetings/meeting/3304/education_children_and_adult_services_committee Agenda item 4.

The Highland Practice Model continues to effectively develop positive relationships and increased engagement. During 2013/14 there was an increased number of children on a school roll in any one week compared to previous years.

Overall, contact was made with 58 families and 139 children during the year. 120 (86%) children were on a mainstream school roll in 26 schools in Highland. Of these children 14 (12%) were in nursery provision, 96 (80%) were in primary and 9 (8%) in secondary.

Of the 19 children who were not on a mainstream school roll, 4 (21%) were provided with alternative provision when in the area. Another 6 (32%) had support during the school year and 9 (47%) children either did not engage, or were only in the area for a short period of time and support arrangements were not able to be made.

Families report a positive response to the support available and the achievements of their children. There is a positive trend of parents informing schools when they are moving out of the area and when accessing their next school. This helps the continuity of learning and supports improved record keeping and records transfer.

http://www.highland.gov.uk/meetings/meeting/976/adult_and_childrens_services_committee/attachment/15453 (Item 10)

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<p>Outcome 17: Children deprived areas Protected Characteristics: All Equality Duty: 1,2,3</p>	<p>Increased attainment for children and young people from deprived areas</p> <p><i>Education</i></p>
<p>Work is ongoing to identify the best way to access data relating to this. National developments related to Insights are awaited.</p>	
<p>Overarching outcome:</p>	<p>Staff feel there is an organisational culture where everyone is treated with dignity and respect</p>
<p>Outcome 18: Staff are treated fairly Outcome 19: Gender Pay Gap Outcome 20: Eliminate barriers for staff Protected Characteristics: All Equality Duty: 1,2</p>	<p>18 Increase the proportion of staff who feel they are treated fairly, both in terms of employment and development opportunities, and more generally, feelings of fair treatment in the workplace, (as measured through the Employee Survey). 19 Reduce the gender pay gap where actions appropriate to an employer can be identified. 20 Eliminate barriers to recruitment and development that contribute to pay inequalities</p> <p><i>Council, Education and Licensing Board</i></p>
<p>As outlined in our Equal Pay Statement the Highland Council is committed identifying and eliminating any unfair, unjust or unlawful practices that impact on pay. The 2013 Equal Pay Audit, prepared in in partnership with the trade unions, identified an action plans that supports improvement in this area. Since the creation of this plan the Council have:</p> <ul style="list-style-type: none"> • Created and supported an on-line learning resource for female employees interested in preparing for supervisory and management roles. • Identified female role models in male dominated job groups and publicised their achievements in corporate communications (L&D matters). • Reviewed Job Descriptions and Person Specifications to ensure that they contain no gender bias. 	

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Ongoing activities include:

- Advertising appropriate vacancies as "suitable for flexible working hours up to 35 per week" where service delivery allows.
- Reviewing core flexi hours to better support flexible working opportunities.
- Where vacancies arise in job types where one gender is under represented, stating this in the advert and encouraging applications from the under-represented gender.
- Increasing the number of female apprentices.
- Advising Services to review workplace facilities to ensure that both genders are adequately catered for.

These actions coincide with a significant general improvement in the Highland Council's gender equal pay gaps in the 2 years since the last audit. Improvements in pay gaps between 2013 and 2015 are as follows:

	<i>Combined Gap</i>	<i>Full Time Gap</i>	<i>Part Time Gap</i>
All employees	0.7%	0.3%	1.3%
Non- Teaching employees	0.8%	0.4%	1.7%
Teaching employees	0.5%	0.8%	1%
SJC Employees	2.2%	2%	3.3%

http://www.highland.gov.uk/meetings/meeting/3423/resources_committee (Item 19)