

South Ayrshire Council
Equality and Diversity
Strategy, Outcomes and Mainstreaming Report
2013

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1. OVERVIEW

- 1.1 This document sets out the Council's Equality and Diversity Policy Statement and details the Council's arrangements for meeting the requirements of the Equality Act 2010. Specifically it sets out how we have developed outcomes and how we are mainstreaming equalities as required by the Equality Act 2010 (Specific Duties) (Scotland) Regulations. It encompasses the Council as a provider of services and an employer, as an Education Authority and as a Licensing Board. It has been a conscious choice to present this interrelated information in one document since that best conveys the connectivity between issues facing those in our community many of whom have a number of protected characteristics. However, for ease of access individual elements of this overall document will be published as separate extracts.

2. EQUALITY AND DIVERSITY POLICY STATEMENT

- 2.1 South Ayrshire Council is fully committed to the general principles of fairness, equality and human rights and seeks to apply these principles in all that it does as a community leader, service provider, education authority and employer by:
- challenging and eliminating unlawful discrimination, harassment and victimisation wherever it can;
 - being inclusive, fair minded and transparent in all that it does;
 - tackling prejudice and promoting understanding and inclusion; and
 - consulting and engaging with service users and employees
- 2.2 The Council's approach to equality and diversity fits within a wider context in which the Council's current Vision is **to establish South Ayrshire as the most dynamic, inclusive and sustainable community in Scotland**. This is underpinned by a set of values and guiding principles that commit us to:
- Listen and take account of what we hear
 - Be honest, transparent and courageous in our dealings
 - Proactively work in partnership
 - Promote equality by tackling discrimination and disadvantage
 - Strive for excellence
 - Build a sustainable future for the area
- 2.3 Through this strategy and its associated outcomes the Council will strive to make South Ayrshire a more fair, inclusive and tolerant community.

3 CONTEXT - EQUALITY ACT (GENERAL AND SPECIFIC DUTIES)

- 3.1 The Equality Act 2010 simplified and harmonised a wide variety of pre-existing equality legislation and introduced the public sector equality duty covering the protected characteristics of: age; disability; gender; gender reassignment; pregnancy and maternity; race; religion or belief and sexual orientation. The new duty replaces earlier public sector duties to promote equality relating to race, disability and gender.
- 3.2 The new duty is in two parts; the general duty and the specific duties, the latter being made by Scottish Government Ministers through regulations. The general duty came into force in April 2011 and requires public authorities, in the exercise of their functions, to have due regard to the need to:
- Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct;
 - Advance equality of opportunity between people who share a protected characteristic and those who do not; and
 - Foster good relations between people who share a protected characteristic and those who do not.
- 3.3 The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 came into force in May 2012 and are designed to help public sector organisations to meet the general duty effectively. The key legal specific duties are that the Council must:
- Publish equality outcomes and report progress;
 - Report on mainstreaming the equality duty;
 - Assess and review policies and practices;
 - Gather and use employee information;
 - Publish gender pay gap information;
 - Publish statements on equal pay;
 - Consider award criteria and conditions in relation to public procurement;

4. CONTEXT - THE NATIONAL AND SOUTH AYRSHIRE PROFILE OF PROTECTED CHARACTERISTICS

- 4.1 In developing this report, full account has been taken of the national and local profile of protected characteristics. Further information is provided on this at appendix 1 with a focus on the following protected characteristics:
- age,
 - disability, and being a carer,
 - race and ethnicity,
 - gender and gender re-assignment,
 - faith or belief,
 - sexual orientation,
 - marital status,
 - socio-economic group, child poverty and health inequalities, and
 - access to services in rural areas.

5. LEADERSHIP AND STRUCTURES

- 5.1 As part of the drive to mainstream equality considerations in all aspects of the Council's work, leadership in relation to equalities is regarded as everybody's' responsibility. Notwithstanding this, those in positions of authority and leadership within the Council provide a clear, unambiguous and consistent message as to the importance and value of equality considerations in all that we do as an organisation.

Political Decision Making Structures

- 5.2 The Council has 30 elected Councillors who are responsible for setting policy, decision making and scrutiny. Council business is agreed at Council meetings which involve all Councillors on five occasions throughout the year. Supporting this, a Leadership Panel, comprising seven Councillors (Portfolio Holders) meets 10 times a year and is responsible for progressing day-to-day decision-making for all services with the exception of Licensing and Planning which have dedicated Panels. The decisions of the Leadership Panel are scrutinised by three Standing Scrutiny Panels that can call-in individual decisions and examine them in more detail. The Scrutiny Panels also carry out a range of service reviews throughout the year – the outcomes of which are referred to the Leadership Panel for its consideration.
- 5.3 The Council's Social Service Portfolio Carrier is responsible for championing equality and diversity issues within the political decision making structure. Given the importance of the issue, this is reinforced by equality leads from each of the political groupings represented on the Council. This group of Councillors receive regular equalities briefings and updates and participate fully in the workings of the Council's Equality and Diversity Forum as described below. All elected members receive Equality and Diversity training as part of their training as councillors.

Organisational Structures

- 5.4 Organisationally the Council is structured into three directorates:
- Care, Learning and Wellbeing;
 - Economy, Neighbourhood and Environment; and
 - Resources, Governance and Organisation.
- 5.5 Directorates are led by an Executive Director supported by Heads of Service who are responsible for specific areas of service. The Head of Policy, Community Planning and Public Affairs within the Resources, Governance and Organisation Directorate is responsible for equality and diversity from a corporate perspective.
- 5.6 Regular training is provided to staff throughout the organisation to support our progression of equality issues.

6 CONSULTATION AND ENGAGEMENT

- 6.1 Consultation and engagement is at the core of the Council's provision of services as set out in its Vision. The Equality Act 2010 strengthens the requirement on the public sector to take reasonable steps to involve people who share a relevant protected characteristic and their representatives in the design and provision of services and the preparation of its equality outcomes.
- 6.2 The Council uses a wide variety of mechanisms to consult and engage with service users, its staff and other stakeholders and has a range of specific arrangements for each of these groups.

Service Users

- 6.3 Within Directorates service managers employ a range of mechanisms to consult and engage with service users on the design and provision of services. These include user groups, on-line and paper based questionnaires to the public at large and the South Ayrshire 1000 (Citizens Panel) community conferences, public meetings and drop-ins and charrettes.

In addition, the Council also hosts an **Equality and Diversity Forum** which is chaired by the Council's Social Services Portfolio Holder and serves to bring together stakeholders from a broad range of protected characteristics to debate and influence how the Council takes forward its equality agenda. As well as the local representatives from protected characteristics the Forum is also involves elected members from each of the other three groupings on the Council (Conservative, SNP and Independent Council members). Local knowledge and expertise on the Forum is supported by national representation from such organisations as the Terrence Higgins Trust, Stonewall and AMINA the Muslim Womens' Resource Centre.

- 6.4 As well as the more general consultation and engagement role, the Forum also provides expertise, advice and guidance, including informed input to the development of Council's policies and procedures by acting as critical friends within the Council's Equality Impact Assessment Process.

Staff

- 6.5 The Council's **Employee Equalities Forum** provides the opportunity for all staff to input into the Council's policies and procedures, but also offers a support network across all protected characteristics including young lesbian, gay, bisexual and transgender (LGBT) staff. To provide additional mainstreamed support, a network of Equalities Champions offer local support and information to their Directorate colleagues.

Partnerships

- 6.6 **The Ayrshire Equality Partnership** comprises South, North and East Ayrshire Councils, NHS Ayrshire and Arran, Strathclyde Police, Strathclyde Fire and Rescue, Procurator Fiscal and Ayrshire Valuation Joint Board. The Partnership began life as the Ayrshire Race Equality Partnership in 2003 but has since reviewed and broadened its remit and now serves to co-ordinate equality issues and share best practice at an Ayrshire wide level.
- 6.7 **The South Ayrshire Diversity Crime and Good Relations Partnership** is chaired by Strathclyde Police and its other members include the Procurator Fiscal Service, NHS Ayrshire & Arran, Ayrshire Minority Ethnic Community Association, Victim Support, South Ayrshire Forum on Disability, Gypsy and Travellers Representative, the Terrence Higgins Trust (which represents LGBT youth interests) and Council staff from the following services: Education, Housing, Community Safety, Community Development and Policy, Community Planning and Public Affairs.
- 6.8 This partnership works to identify, prevent and eliminate unlawful discrimination, unacceptable behaviours and actions and to foster good relations within South Ayrshire. This includes targeting action against all types of Hate Crime and developing responses to support victims of repeat hate crime and victimisation
- 6.9 **The South Ayrshire Multi-Agency Partnership (MAP) on Violence Against Women and Children** consists of 17 different partner agencies (both statutory and voluntary) who are working together to try to dismantle all aspects of violence against women and children including (but not limited to) domestic abuse, rape, sexual assault, sexual harassment, child sexual abuse and commercial sexual exploitation. This Multi-Agency Partnership is chaired by South Ayrshire Council.

7. DEVELOPING THE SOUTH AYRSHIRE OUTCOMES

- 7.1 The information prepared for our framework document set out above, together with the progress made and reported for our previous Race, Disability and Gender Equality Schemes was used in a series of workshops and meetings with our communities, partners, elected members and staff. Through this process the Equality Forum played a central role in the development of this strategy and the equality outcomes identified within it. To support the Forum to participate in the development of equality outcomes, training was provided on the Equality Act 2010, the General and Specific Duties and what constituted an outcome as identified by the Equality and Human Rights Commission.
- 7.2 To ensure the outcomes were set in the context of the Council's wider public service agenda cognisance was also taken of the emerging Single Outcome Agreement. The position in relation to the SOA will be reviewed once it is finalised between the South Ayrshire Community Planning Partnership and the Scottish Government. This methodology will ensure that equality is mainstreamed into the long term planning of the Council and that we continue to make equality and diversity progress within the Council's contribution to local and national priorities.

8. EQUALITY OUTCOMES AS A COUNCIL, EDUCATION AUTHORITY AND LICENSING BOARD

- 8.1 Through our development process, we have identified a set of 8 long term outcomes that deliver on all the general Duties defined in the Equality Act 2010. These are:
- Improve involvement and consultation on the development and provision of services
 - Equal and easy access to all our buildings and services
 - Hate crime in South Ayrshire is reduced and ensure vulnerable individuals and communities feel safe and more secure
 - The Council is an Equal Opportunities Employer
 - Our children and young people have the best possible life chances
 - Information about services and how we communicate is improved
 - We lead by example as an employer and maintain best practice in employment practices
 - An equalities culture is embedded in the Council
- 8.2 Based on these long term outcomes we have also developed outcomes that we believe will be delivered in the medium (3-5 years) and short term (1-2 years) so as to demonstrate progress on the long term journey. Table 1 sets out the proposed long, medium and short term outcomes, identifies which of the General Duties they meet and shows the outcomes against the Listed Public Body roles the Council is responsible for. The short term outcomes will be used by the Council to meet the requirements of the Scottish Specific Duties to publish those equality outcomes that we will achieve by the first statutory reporting deadline of 30th April 2015.
- 8.3 Table 1 sets out the overall position in relation to the full set of Equality Outcomes being pursued by the Council as a service provider, employer, Education Authority and Licensing Board. More detailed information is contained in appendices for the Council as an employer and Licensing Board.
- 8.4 To support our equality outcomes we have developed Outcome Delivery Plans for our outcomes as illustrated in Figure 1. These plans were used as part of our workshop and briefing sessions with members of our Equality and Diversity Forum and also with our Elected Members and staff to demonstrate how we will make progress with the outcomes.
- 8.5 A template format has also been developed to show how we propose to organise, monitor and report progress on the detailed contribution that Council services and local and national partnerships make towards our equality outcomes. Similar templates have also been completed for each of the Education Authority and Licensing Board equality outcomes and their specific contributions to the Council's wider equality outcomes are highlighted within the text of the appropriate templates. Appendix 2 is an example of a template for "Improved knowledge and understanding of diversity crime and incidents in our communities".
- 8.6 In identifying our equality objectives as an employer, we have used the equality data gathered on our job applicants, employees and leavers, as well as comparative data for the population of South Ayrshire. In addition, we have reviewed the feedback from our Employee Opinion Survey which was conducted in 2012 and engaged and consulted with our Employee Forum and network of Employee Equality Champions. Appendix 3 sets out the process and background to the Outcomes identified for the Council.
- 8.7 Appendix 4 sets the context for the Licensing Board and identifies the outcomes that it will be contributing to along with other Council Services.

Table 1 Long, Medium and Short term Outcomes showing Specific Duty met and Public Authority role

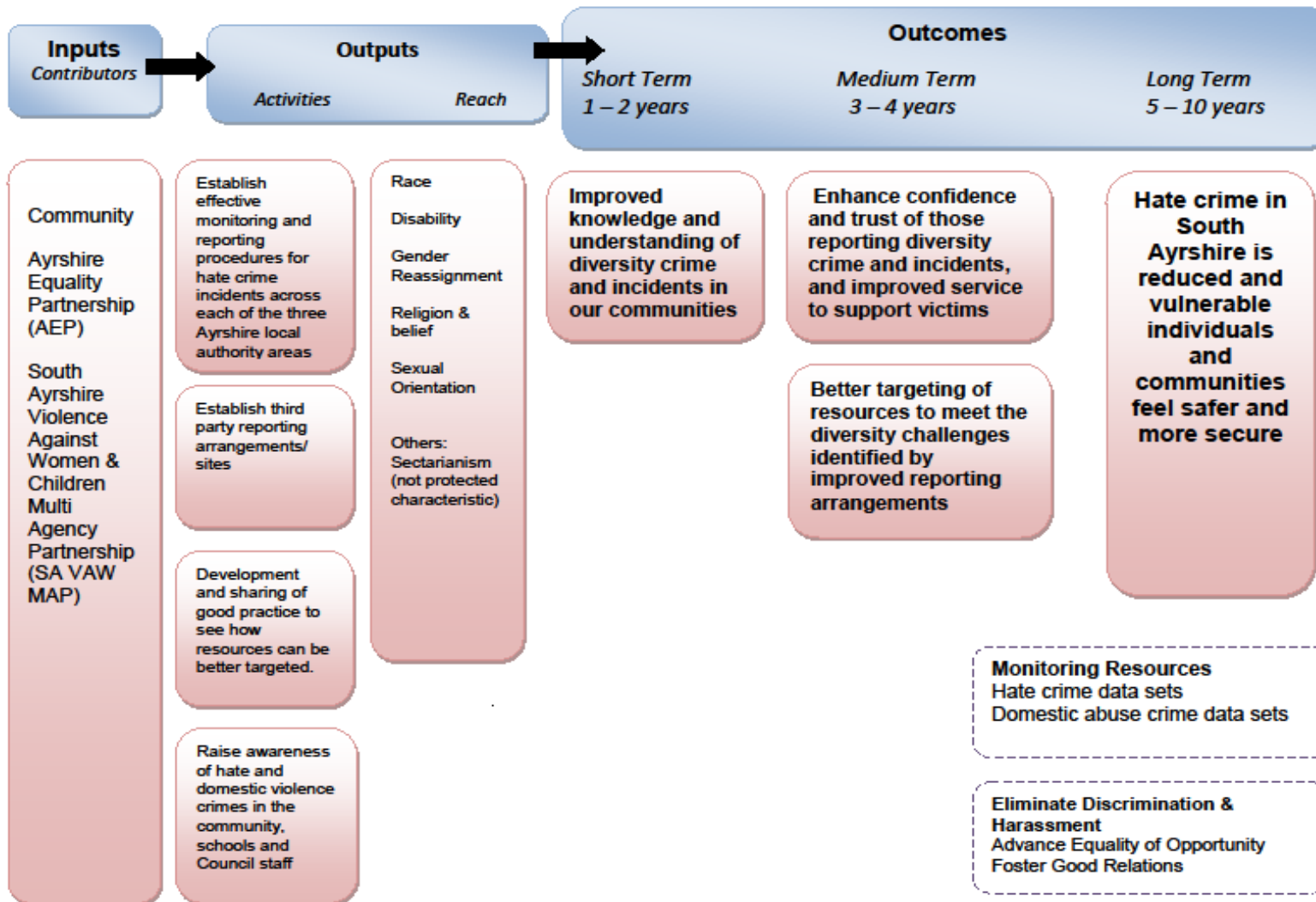
KEY: ED - eliminating discrimination AEO - advancing equality of opportunity FGR - fostering good relations.

South Ayrshire Equality Outcome	General Duty Met			Council		Education Authority	Licensing Board
	ED	AEO	FGR	Services	Employer		
Long Term (5-10 Years)							
Improve involvement and consultation on the development and provision of services	✓			✓			✓
Equal and easy access to all our buildings and services	✓			✓		C	
Hate crime in South Ayrshire is reduced and ensure vulnerable individuals and communities feel safe and more secure	✓			✓	C	✓	
The Council is an Equal Opportunities Employer	✓			✓	✓		
Our children and young people have the best possible life chances		✓		✓		✓	
Information about services and how we communicate is improved		✓		✓	C		✓
We lead by example as an employer and maintain best practice in employment practices		✓		✓	✓		
An equalities culture is embedded in the Council			✓	✓		✓	✓
Medium Term (3-4 Years)							
Improved accessibility to Council buildings and public spaces.	✓			✓	C	C	
Improved opportunities for people to access services and participate in community life.	✓			✓			
Enhanced confidence and trust of those reporting diversity crime and incidents, and improved service to support victims.	✓			✓		C	
Better targeting of resources to meet the diversity challenges identified by improved reporting arrangements.	✓			✓		C	
Council employees work in a fair and inclusive environment.	✓			✓	✓	C	

South Ayrshire Equality Outcome	General Duty Met			Council		Education Authority	Licensing Board
	ED	AEO	FGR	Services	Employer		
Medium Term (3-4 Years) cont.							
Improved access to employment opportunities within the Council.		✓		✓	✓		
Improved employment practice within the Council.		✓		✓	✓		
We exhibit leadership and promote positive attitudes for all protected characteristics throughout our community			✓	✓		C	
Increased awareness raising of equality and diversity issues throughout our community.			✓	✓		C	
Short Term (1-2 years)							
Improved opportunities for people to participate in shaping services.	✓			✓		C	✓
Improved knowledge and understanding of diversity crime and incidents in our communities.	✓			✓	C	✓	
Improved awareness of equality and diversity issues throughout the Council's employees.	✓			✓	✓	C	C
Educational achievement is maintained and improved for all our children and young people.		✓		✓		✓	
Increased provision of accessible and inclusive Council information and communication.		✓		✓	C	C	✓
Opportunities for young people to enter the workforce are maximised.		✓		✓	✓	C	
Increased representation of men and women in roles where gender segregation is evident.		✓		✓	✓	C	
Increased Council leadership of equality and diversity issues in our community.			✓	✓	C	C	C

C – Contributes to.

Figure 1 – Example of Outcome Delivery Plan



9. EQUALITY OUTCOMES MONITORING AND REPORTING ARRANGEMENTS

- 9.1 The Council has a number of formal and informal mechanisms for monitoring and reporting its progress on equality and diversity issues.
- 9.2 As part of its formal corporate and directorate service planning arrangements the Council's Leadership Panel receives performance reports that identifies progress against the Council's aims and objectives. This is supported by annual reporting of its suite of key performance indicators in line with its public performance reporting arrangements. In the past, these reports have been supplemented by annual reports on the three equality schemes relating to race, gender and disability. Scrutiny of this set of reports is carried out by Elected Members sitting on the Corporate and Community Planning Standing Scrutiny Panel with any recommendations being returned to the Leadership Panel for consideration. In the future the requirement to report on the individual equality schemes has been superseded by the introduction of a biannual report on our progress against the outcomes identified earlier in this document together with a report setting out how equalities continues to be mainstreamed into the day to day activity and thinking of the Council and as an Education Authority and Licensing Board.
- 9.3 Although Elected Members formally scrutinise the Council's performance in relation to equality and diversity, these matters will also be monitored by the Equality and Diversity Forum who, as identified above, meet on four occasions throughout the year. It is intended that views and comments generated at these Forum meetings will be included as part of the reports considered by Elected Members, thereby contributing to our mainstreaming of equality issues.
- 9.4 Equality and diversity information is published on the Council's internal and external websites which we strive to ensure comply with the standards set out by the World Wide Web Consortium (W3C) for AA and AAA accessibility. Balanced reporting was identified by the Equality and Diversity Forum as an important issue. As part of the Council's commitment to transparency and continuous improvement lessons learned and good practice examples will continue to be shared with our stakeholders, partners and employees within face to face meetings and within the Council's Equality and Diversity web pages.
- 9.5 The Council's Social Service Portfolio Carrier and the representatives from each of the political grouping leading on equalities will continue to receive regular informal equalities briefings and updates.

10. PERFORMANCE REPORTING - THE MAINSTREAMING DUTY IN PRACTICE

- 10.1 The Council functions as a service provider and employer, Education Authority and Licensing Board and to demonstrate how we are mainstreaming equalities, we have considered each in terms of how we meet our general duty to eliminate discrimination, advance equality and foster good relations for our communities.
- 10.2 Due to the volume of mainstreaming progress within Directorates we have set out a brief summary of progress towards mainstreaming equality and some service specific examples. In addition to this information, further detail can be found on the Council's website. Appendix 5 provides further information and examples of mainstreaming activity that will be evidenced within the Council's web site.

11. MAINSTREAMING – SOUTH AYRSHIRE COUNCIL AS A SERVICE PROVIDER

Gathering Information across Protected Characteristics

11.1 The Council uses a wide variety of mechanisms to gather and use information about protected characteristics as a means of better understanding the issues they face. Some examples include:

- The Council's Research Officer within Policy, Community Planning and Public Affairs reviewed national and local equalities information and created a profile by protected characteristic as a basis for developing our equality outcomes.
- The data gathered on each protected characteristic was then discussed within workshop sessions of the South Ayrshire Equality and Diversity Forum and stakeholder representatives of each protected characteristic were asked to provide any further data that was available from their respective organisations.
- As an employer, the employee recruitment process includes completion of an equal opportunities questionnaire which collects information across all protected characteristics. However, completion of the questionnaire is voluntary and therefore tends to be incomplete.
- As part of the review process for policies and procedure, some services have taken the opportunity to introduce equal opportunities questionnaires which will assist with service development and ensure better accessibility inclusion e.g. the Bereavement Service in reviewing the service provided to our ethnic minority communities have developed a monitoring form that will ensure that we will better meet the needs of all ethnicities and religion and beliefs (including non-belief)
- Within the Community Care and Housing Service - Adult and Community Care information on the protected characteristics is gathered within the Single Shared Assessment. However, service provision is tailored to individual needs based on capability rather than disability.

Consultation and Engagement

11.2 Since 2010, the Council has been developing a consultation and engagement framework in line with the aims and objectives of the Council's Corporate Plan, in particular ensuring that:

- The Council understands the needs of its communities and involves them in setting priorities and shaping services.
- The voices of our community, including those of young people are heard and have influence

11.3 One of the guiding principles of the Draft Consultation and Engagement Strategy is that consultation is inclusive of all parts of the community. The draft Strategy can be accessed on the Council's website to provide more detailed information on how equalities is mainstreamed in the Council's consultation and engagement arrangements.

Examples of inclusive consultation strategies with Directorates include:

- The Care, Learning and Wellbeing Directorate Consultation Strategy
- A stakeholder consultation strategy as part of the Planning Service review within Economy, Neighbourhood and Environment Directorate and
- Regular staff engagement led by Resources, Governance and Organisation Directorate. For example, Employee Surveys have been conducted for a number of years and the 2012 Employee Survey contained specific equalities questions to consider whether employees believe the Council provides a positive workplace environment for employees regardless of protected characteristic and whether they feel valued and respected as an employee.
- An example of developing inclusive consultation and communication within our services relates to the Equality and Diversity Forum. In recognition of the evidence that local equality stakeholder groups tend not to respond to consultations that involve written questionnaires there is an opportunity within the quarterly Equality and Diversity Forum Agenda for officers to seek advice and help in developing policies and procedures by attending the Forum meetings and making presentations - with the offer of follow-up consultation visits to stakeholder organisations. Recent examples of this consultation approach include the Council's Fuel Poverty Strategy, the Draft Leisure Strategy, the Local Development Plan and the Open Space Strategy.

11.4 Regular community consultation events take place led by the Council Leader and Chief Executive e.g. the Big Budget Challenge and the Your South Ayrshire Campaign.

11.5 Similarly, at each of the Annual Community Conferences, the opportunity has been taken to consult and engage on equalities issues such as "Getting to know our communities", "An introduction to the Equality Act 2010" and "Equality Outcomes – Our Communities Priorities and Needs"

11.6 In terms of partnership working on consultation and engagement, during 2010 the Council and the South Ayrshire Community Planning Partnership identified the need for a sustainable community engagement mechanism and in December 2010 the Council agreed to continued support for the South Ayrshire 1000, Citizens' Panel. This is a quality of life survey and the findings of the Citizens Panel helped to identify issues of community safety, health and wellbeing, employment and training which have informed the development of the Council's equality outcomes.

Service Delivery – Examples of Good Equalities Practice

11.7 The Council has a range of good practice examples of mainstreaming equalities in service delivery and these are noted within the accompanying mainstreaming grid. However two notable examples include the Care Inspectorate's most recent scrutiny report of social work from November 2012 details 3 good practice examples which are relevant to equalities:

- Criminal Justice Service – Women's Mentoring Service
- South Ayrshire Enablement Service
- Children and Families Disability Team: A – Team Kid – Z

11.8 Based on the evidence provided to the Care Inspectorate for their inspection, they indicated the following in relation to Equalities and Human Rights within their report:

“Overall, we had no significant concerns about equality, human rights and exclusion in social work services. There was a clear commitment at corporate level and the council had plans to implement an equality and diversity strategy following the May 2012 elections and introduce equalities champions. There were equality forums for external stakeholders and employees.

The equalities agenda had a higher profile at a corporate level than in social work itself although social work services carried out equality impact assessments in appropriate instances. In most of the applicable case files we read, we considered that the services had tried to overcome any potential barriers the person using the service might face, such as communication issues, disability, exclusion, language, etc. Staff recorded ethnicity in most files we read.”

11.9 Good practice submissions which have relevance to equalities that we have developed for specific awards such as COSLA Awards, Care Accolades and APSE Awards e.g. “Reshaping Care for Older People – Public Facing Engagement Resources”, and “Tackling Inequalities and Improving Health” are detailed within the mainstreaming grid.

11.10 In addition, the Council has developed its “Outstanding People Awards” as a way of recognising the outstanding work employees do in delivering service to our communities. Within these awards there is a specific category of “Equalities in Action” which was won last year by the Dyslexia friendly Schools Project.

The Council's Equality Impact Assessment Process

11.11 The Council has approved an Equality Impact Assessment (EIA) process that helps to make sure its policies, and the way it carries out its functions do what they are intended to do for everybody. Although a process has been in use since 2006 it was updated and improved in light of the Equality Act 2010.

11.12 The EIA process involves systematically assessing the likely (or actual) effects of policies and procedures on people in respect of their protected characteristics, namely: race, sex, disability, age, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity, and marriage and civil partnership. In addition, we also take into account the themes of health, human rights, rurality and deprivation in our assessment.

11.13 The EIA process starts with the completion of a scoping template that allows a decision on whether or not a full EIA is required to be taken. The final part of the scoping exercise is a statement outlining the rationale to proceed or not with the full EIA.

11.14 The EIA process informs the decision making procedures of the Council by ensuring that Elected Members are made aware of the likely positive or negative equality impacts of the matter to be decided and includes a summary which explicitly sets out how the policy or procedure supports the three needs of the general equality duty (as shown in Appendix 10).

- 11.15 To ensure that officers consider the equality impacts on protected characteristics more fully, stakeholder organisations within the Council's Equality and Diversity Forum were trained in the purpose and requirements of the Equality Act 2010 and the Council's EIA process to enable them to assist in the process as critical friends.
- 11.16 In addition, staff in the Council's Policy, Community Planning and Public Affairs team continue to provide a significant amount of critical friend support to Directorate Staff during and after Equality Impact Assessment training. It is intended that as service Champions become more experienced and confident this mentoring role will increasingly be provided within Directorates and service teams.

Partnership Working

- 11.17 There is an extensive body of work carried out under the auspices of the Ayrshire Equality Partnership and the Multi Agency Partnership on Violence Against Women and Children that has been in progress over recent years This work is recorded within the Partnership reports and minutes, available at <http://www.south-ayrshire.gov.uk/vaw/>
- 11.18 In addition to this, partnership working within service delivery has continued to expand. Notable examples include:
- The recent Community Planning Alcohol and Drugs Strategy with the Partnership EIA completed using the Council's EIA Template.
 - The Council contributed to the development of outcomes within the "Towards a Mentally Flourishing Ayrshire and Arran" Strategy and have been taking forward agreed actions within the Ayrshire Equality Partnership.
 - The development of the Draft 10 Year Vision for Joint Services: Reshaping Care for Older People
 - In partnership with NHS Ayrshire and Arran the Council participates in the Breast Feeding friendly scheme e.g. the provision and promotion of a breast feeding room within County Buildings.
- 11.19 The Council has also worked with our stakeholders within equality initiatives e.g.:
- In 2012 the South Ayrshire Access Panel provided training to Architects and Planning Staff across the three Ayrshire councils on inclusive design and published accessibility guides for the main towns of South Ayrshire.
 - Work on providing accessibility resources has moved on within the last year with the DisabilityGo initiative, which is jointly funded by Marks and Spencer and the Council. This initiative provides an online accessibility guide for residents and visitors of the facilities and venues of interest within the main towns of South Ayrshire and has involved disabled people in its development as accessibility surveyors.

12. MAINSTREAMING - PROCUREMENT

- 12.1 In March 2013, the Council approved a revised Procurement Strategy and the EIA accompanying the revised strategy was submitted as part of the report presented to Council. The EIA highlighted that the Strategy assisted the Council's ability to eliminate discrimination; advance equality of opportunity; and foster good relations as follows:

Eliminate discrimination

The Strategy assists the Council in eliminate discrimination by:

- ensuring contracts are accessible and take account of the needs of our service users and staff,
- providing accessible, quality advice and support for business,
- encouraging participation of its communities, including involving them in setting priorities and shaping services,
- taking forward the Council's values and guiding principles including the promotion of equality by tackling discrimination and disadvantage,
- ensuring contactors take into account the requirements of the Equality Act 2010.(for example, standard terms and conditions require that the contractor 'shall comply with all statutory requirements in respect of ensuring equal opportunity in employment'),

across all protected characteristics.

Advance equality of opportunity

This Council Strategy supports achievement of the corporate priority of tackling deprivation and working with partners to eliminate multiple deprivation

The Strategy supports equality of opportunity and human rights by ensuring that procurement decisions take into account the social, economic and environmental impact that the procurement of goods, works and services has on people and communities, including consideration of what products are made of, where they have come from, who has made them, how they are transported and how they are disposed of.

As part of the Strategy the Supplier Development Programme reduces barriers to engagement in the tendering process and encourages businesses, managed and staffed by people potentially from all communities, to compete for public sector contracts.

Foster good relations

The Strategy fosters good relations between the Council, local businesses, communities and staff by setting out arrangements for consultation and engagement, and the provision of guidance, information and advice across all protected characteristics.

Through existing Procurement networks such as the Corporate Procurement Forum, there is the opportunity to raise the profile of the Equalities agenda generally.

- 12.2 A commitment was given within the EIA and the Strategy to amend in line with any procurement specific duty guidance issued by the Equality and Human Rights Commission. The EHRC have confirmed that such guidance is in development with the Improvement Service, to ensure it takes account of the National Procurement Journey, and is anticipated to be published in early May 2013.

13. MAINSTREAMING - LICENSING BOARD

- 13.1 The Licensing Board works with the Local Licensing Forum as a means of improving communication and understanding relating to licensing issues. The Forum is made up of named individuals representing holders of premises and personal licences, young people, police, people working within health, education or social work as well as people representing local residents and specific arrangements are in hand to ensure that ethnic minorities are represented within the Forum via a named individual from the Ayrshire Ethnic Minority Community Association.
- 13.2 The Licensing Board previously collated information on the gender protected characteristic for all licence-holders within the South Ayrshire area and work is underway to introduce an a more general equalities monitoring form as part of the licence application process for both applicants for licences and the granting of licences.

14. MAINSTREAMING - EDUCATION AUTHORITY

How we have mainstreamed equality as an education authority

- 14.1 The progress within education services is detailed within the Care, Learning and Well Being Directorate Annual Report and demonstrates how equality is mainstreamed in everything we do as an education authority. The following information highlights in summary some of the work with an equality and diversity dimension. Detail and evidence on mainstreaming equality within education services and the Annual Report is published on the Council's website via the following link:

<https://ww20.south-ayrshire.gov.uk/ext/committee/CommitteePapers2013/Leadership%20Panel/22011321a.pdf>

Service Delivery

- 14.2 Getting It Right for Every Child (GIRFEC), has continued to progress in South Ayrshire. There is now a Named Person in Education and Health for every child and GIRFEC locality forums cover the whole of South Ayrshire. In addition, during 2012 we introduced the Single Child's Assessment and Plan with Education, Health, Social Services and Voluntary Agencies now completing the one plan for all children and young people using the National GIRFEC Practice Model.
- 14.3 The Additional Support Needs Service has continued to improve specialist support services for pupils with additional support needs e.g. an external review was commissioned by the Council to identify areas where the service could be improved and these will be taken forward in 2012/13. Improved service included:
- Increased numbers of children and young people with social, emotional and behavioural needs received support from teaching and non-teaching staff, who have had behaviour de-escalation and management training.
 - The Intensive Support Team continued to offer a consultation service to school staff requiring support with strategies to promote positive behaviour.
 - Some young people attended summer clubs led by the Home Link Team to help them maintain their educational progress throughout the school summer holidays.
 - Continuation of an ongoing programme of resourcing and training in ICT support for pupils with dyslexia (together with the developing Dyslexia Friendly Schools programme. This ensured that increasing numbers of pupils with dyslexia and other literacy difficulties received improved support in all areas of the curriculum.
 -
- 14.4 Education Services also provide specific diversity support and comply with all Council equality policies and procedures e.g. for pupils with English as a second language we have teachers that provide support on a one to one and group basis. We also have information leaflets translated into Polish as one of our main ethnic minority communities in South Ayrshire. Further support on equality and diversity is provided by the Inclusion Strategy Group (a joint Council and health services group) which allocates resources to meet the needs of pupils with additional support needs – e.g. ICT equipment, personal aids and adaptations within schools.

Gathering Information

- 14.5 The Council as an education authority routinely gathers a wide range of information for reporting progress to regulatory and inspection bodies and to deliver service improvements and examples of how we gather and use information are detailed below.

Attainment

- 14.6 Education Services gather information on the attainment of children and young people including Looked after Children and all those who are at risk of losing out. In monitoring attainment within schools, consideration is given to the impact of poverty by using national data and indicators such as the Scottish Indicators of Multiple Deprivation (SMID) to allow more meaningful assessment of progress.
- 14.7 Literacy and Numeracy are key to making a difference in peoples' lives and have therefore been the focus of the Education Service over recent years and there has been continuous progress in attainment as a result. Each school has an identified Literacy and Numeracy Champion who works to drive up attainment.
- 14.8 For the last 4 years the October schools' in-service day have run a Curriculum for Excellence Festival for staff as part of Continuing Professional Development. Last years focus was "Literacy, Numeracy and Health and Wellbeing" and this was aimed at improving practice.

Gender Segregation

- 14.9 The SQA Scottish Qualification Authority provides information on the gender split in educational attainment and the Council then challenges schools where there are disparities, and asks the schools to focus on addressing any issues within the next year.
- 14.10 Additional Education Services action includes encouraging non-traditional role choices within work placements and working with industry to address the lack of engineering in the wider community. To address the gender imbalance in science and technologies, work has just started with a Science Engineering Technology and Maths (STEM) initiative. The objectives of the STEM initiative include raising aspirations and encouraging children to aim high, and increase employability across South Ayrshire. This year each school will contribute to this initiative by identifying a STEM Champion, who will lead individual school projects.

Inclusiveness

- 14.11 Schools this year had an "Opportunities for All" visit by the Quality Improvement Team and attached as Appendix 6 is a sample copy of the reports prepared from these visits where the focus was on how the needs of pupils are being met, but shows the significant progress in both attainment and mainstreaming equality in Education progress. The report shows a school which serves a socially mixed catchment area where 18% of pupils are in the poorest twenty percent of Scottish data zones has achieved significant improvements in attainment, very good progress across broad general education and equality work includes progress towards achieving accreditation as a Rights Respecting School and a Dyslexia Friendly School.

Incident Monitoring

- 14.12 Schools have gathered information on race incidents and submitted these to the Quality Improvement Team for a number of years and work is currently underway with Head Teachers to revise the monitoring forms and procedures to include the other hate crime categories.

Councils Health Equality Theme

- 14.13 Schools gather information on how they are meeting the requirement for all pupils to have 2 hours of Physical Education which is recorded and reported through the Scottish Government's Healthy Living Survey.

Consultation and Engagement

Parents and Carers

- 14.14 All schools are required to consult and provide information to the Parent Body and Parent Council through workshops leaflets information evenings to ensure that the Curriculum for Excellence (CfE) is understood including how it supports pupils across all relevant protected characteristics.
- 14.15 Our approaches within Early Years Education to communication and consultation have improved through updated information for parents on the website and participation of children in the 'Right Wee Blether' initiative organised by the Children's Commissioner where South Ayrshire Council had the highest response of all authorities across Scotland.

Pupils

- 14.16 Pupil Surveys are carried out in March each year in all primary and secondary schools from which reports are produced. The pupil surveys have specific questions on equalities e.g. do you feel safe in school? Do you have access to a range of services and support within the school. Appendix 6 shows the results for an individual school
- 14.17 In 2011/12 the fourth annual survey of pupils response rate was 3,467 pupils in primary schools (81% of P4-P7 pupils) and 2,624 pupils (39%) in secondary schools. The survey showed that:
- more than 90% of pupils in primary and secondary schools agreed that they were becoming more successful learners and more responsible citizens
 - almost all pupils in primary schools and the majority (50-74%) of pupils in secondary schools agreed that they were encouraged to make a contribution to the school and wider community.

Partnerships

14.18 The number of youth groups and clubs has increased by 9% with young people continuing to influence provision. The South Ayrshire Youth Forum (SAYF) is the focus of young people's engagement within community planning and the Forum's work has been recognised by Education Scotland as innovative and highly effective:

- Young people are represented on the Community Planning Partnership Board, the Licensing Forum (as mentioned above) and the Ayr College Equality Forum;
- The Scottish Youth Parliament members meet with the Leader of the Council on a regular basis;
- The Youth Consultative Conference each year which gives young people an opportunity to influence Council initiatives such as the big budget challenge, sustainability and volunteering.

Quality Improvement Team

14.19 The Quality Improvement Officer with responsibility for Equality and Diversity attends the annual conference on Respect Me and they are also the Equality Champion for the Care, Learning and Wellbeing Directorate. They attend and contribute to the Equality Champion meetings and other initiatives to promote equalities more widely e.g. staff are currently providing support to an individual undertaking an MSc in Equality and Human Rights.

Equality Impact Assessment

14.20 Education Services comply with the Council's Equality Impact Assessment Process and includes equalities considerations in all Panel Reports e.g. 22nd November 2011 - Reconfiguring Early Years Services to Improve Early Intervention Support to Children & Families.

Staff Training and Awareness Raising

14.21 All Head teachers have been trained in Equalities for onward dissemination to schools teaching staff. In addition, Head teachers are required to deliver annual Child Protection and GIRFEC training to all teaching staff, to ensure that staff are fully aware of their role and responsibilities.

14.22 There is a programme of more detailed service specific training on GIRFEC and Child Protection that individual staff can participate in depending on their own particular role.

14.23 As part of the Curriculum for Excellence Festival mentioned above, the Children's Commissioner provided a keynote address for staff on his role and responsibilities and included information and guidance on the importance of pupil voice.

14.24 Within the Council's intranet there are a number of resources available to staff in Education Services to support gaining the skills and knowledge required for practice

standards and professional development, including raising awareness of equality issues:

- **Reports** – CPD Annual Report 2011-12
- **Training Information and Courses** – Child Protection Awareness E-Learning Course
- **General Information** – Choose Life Guide, Autism Training Course Leaflet

These resources are also available to be accessed by all staff.

14.25 There is also a Practitioners' Forum for practitioners' that enables staff to keep updated on all Education activities as well as providing a facility for discussing new ideas and ways to improve a particular service or equality issues such as supporting progress towards LGBT Youth Chartermark.

Partnership Working

14.26 Our main voluntary organisation partners in our equality and diversity working include:

- Show Racism the Red Card
- Stonewall
- Inclusion Strategy Group
- LGBT Youth

Reporting Progress to Council and our Communities

14.27 Every school provides a standards and quality report at the end of the year, the purpose of which is to show the progress that has been made over the previous year

14.28 Each individual school sends out regular newsletters to parents carers and the local community either monthly or by term.

14.29 Developments in Curriculum for Excellence have been communicated by all schools with their parent body through curriculum information evenings, newsletters, focus groups, Parent Council meetings and information leaflets.

14.30 The annual Parent Conference in 2012 focused on developing resilience and self confidence in children and young people and bringing parents up to date with the new qualifications.

14.31 The main repository of ongoing progress within individual schools is within the online platform - Glow e.g all Schools have behaviour policies in place to ensure that pupil behaviour is monitored and that rewards and sanctions are in place and copies of these policies can be found on Glow.

Examples of Good Equalities Practice in Primary and Secondary Schools

Holocaust Memorial Day

- 14.33 Each year Holocaust Memorial Day (27 January) events are held by the Council in remembrance of the victims of the people whose lives were changed by the Holocaust, Nazi persecution and subsequent genocides in Cambodia, Rwanda, Bosnia and the ongoing atrocities in the world today e.g. in Darfur.
- 14.34 Within Education Services this year under the theme of 'Communities Together Build a Bridge' professional artists worked with pupils from 20 schools across South Ayrshire to produce art exhibitions at the County Buildings and at the old jail cells in Ayr Town Hall, which were open to the public (from 29th January to 7 February 2013) as part of a wider event which included a talk by Alastair Hunter, Honorary Research Fellow in Hebrew and Old Testament Studies, University of Glasgow on the lessons from the Kindertransport movement.
- 14.35 This work supports the duty to foster good relations by teaching our communities about the vital importance of continuing to bridge cultural divides.
- 14.36 For Primary and Secondary teachers a course on the Holocaust was provided by Professor Henry Maitles & Paula Cowan of the University of the West of Scotland. The aims and outcomes of the course were:
- To explore a range of key issues, themes and questions
 - To investigate developments in learning theory and Holocaust research in the classroom
 - To develop subject knowledge including implications of research findings for teachers.

Hate Crime – Race Equality

- 14.37 24 primary and secondary schools have had "Show Racism the Red Card" workshops delivered within their school. 3 schools attended an event at Ayr United football club with a focus on stamping out racism and evaluation evidence of "Show Racism the Red Card" is available.

Right Respecting Schools

- 14.38 Approximately half of all schools are in the process of adopting Right Respecting Schools standards which is an equalities approach to practice in schools.

Activities in Primary Schools

- 14.39 Circle time in primary schools is used to promote respect and good behaviours in a safe environment. From this setting, individual primary schools developed Inclusion Squads to provide peer support on equality and diversity issues. Similarly some schools have "Bullying Boxes" as a confidential way of communicating concerns.
- 14.40 Pupils are included in the planning process of both New Build schools and existing school buildings to improve accessibility and ensure Inclusive Design e.g. Syminton Primary School pupils met with the architect, planning officers and the Inclusion Strategy Group to discuss accessibility alterations required for a fellow pupil.

Activities in Secondary Schools

Protected Characteristic Specific Initiatives - Sexual Orientation

- 14.41 Significant work has been ongoing in partnership with Stonewall over a number of years. All secondary schools have been delivering the Stonewall FIT training resource to selected year groups since May 2010. One school has signed up to be a Stonewall's School Champion and another school uses FIT across all year groups and has been recognised by Education Scotland as being highly effective. As a result this school was asked to deliver workshops at the Scottish Learning Festival at the SECC, Glasgow in September 2011.
- 14.42 Lance Corporal James Wharton has delivered equality and diversity training on behalf of Stonewall to both denominational and non denominational schools. This training included:
- how important it is to have a diverse team
 - tolerance and respect for others.
- 14.43 The winner of the Council sponsored South Ayrshire LGBT Youth Award has contributed to the production of a peer educational DVD about LGBT Issues and the impact of stereotyping (which will be delivered within school workshops) and is now the winner of the Young Scot Award for Culture and Diversity.

Quite Ignorant! <http://www.youtube.com/watch?v=U6MAL0fnUBE>

The Effects! <http://www.youtube.com/watch?v=EaGVzIrv1R0>

A New Hope. <http://www.youtube.com/watch?v=edLsENzY0Ns&feature=youtu.be>

15. MAINSTREAMING – SOUTH AYRSHIRE COUNCIL AS AN EMPLOYER

- 15.1 South Ayrshire Council is committed to providing a working environment which values diversity. We want to foster a workplace culture which is free from unlawful discrimination, harassment, victimisation or bullying and where all employees and the wider community they serve are treated with dignity and respect.
- 15.2 As an employer, the Council has made progress in fostering an inclusive working environment and mainstreaming equality by:
- Introducing a range of policies and practices (including Flexible Working, Equality at Work and Supporting Mental Wellbeing in the Workplace), which promote equality at work, foster a positive working environment and eliminate unlawful discrimination, harassment and victimisation. All policies which impact on employees have been developed in consultation with Trades Unions.
 - Mainstreaming equality into corporate training and development, including into all Management Essentials and Employee Essentials courses.
 - Developing and delivering role specific training on equalities for roles such as Head Teachers, school and nursery staff and customer services advisors.
 - Introducing *Mentally Healthy Workplace* training which has been accredited by the NHS to raise managers' and employees' awareness of mental health issues at work.
 - Setting up an Equality Champions Network to promote equality across all Council services. Equality Champions are drawn from a wide range of services and act as a key point of contact for employees who wish to raise issues relating to equality at work. These Champions meet quarterly and are undergoing a training programme to familiarise themselves with key issues affecting protected groups.
 - Providing employees who have a particular characteristic, such as disability, with an Employee Equality Forum. This Forum meets quarterly and enables employees who are personally affected by particular characteristics or who have an interest in particular characteristics, to discuss and raise workplace related issues.
 - Including Equality as a core competency in our Performance and Development Review system.
 - Including questions on fairness at work related to protected characteristics in our 2012 Employee Opinion Survey.
 - Providing work experience and a range of Modern Apprenticeships for young people.

16. MAINSTREAMING - PUBLICATION ARRANGEMENTS

- 16.1 The information provided as part of this strategy will be published on the council's website following approval by the council. Subsequent mainstreaming reports will continue to be presented to council and published after approval as part of the council's performance reporting procedures, but as a minimum not later than 30 April 2015 and at intervals of not more than two years.

17. WORKFORCE MONITORING - AS A COUNCIL

- 17.1 We recognise that we must ensure that any steps taken to promote equality translate into meaningful change for employees and that our duty to advance equality of opportunity is an ongoing one.
- 17.2 One of the key tools we can use to evaluate the effectiveness of our equality measures is to monitor the composition of our workforce. By doing this, we are better able to identify any equality issues in employment and take action to overcome any disadvantage. Monitoring also enables us to understand the impact of our policies and procedures on employees and identify any trends or patterns.
- 17.3 We will use our workforce monitoring data to:
- Identify areas of occupational segregation by gender and consider measures to address these.
 - Identify any disparities in the profile of our workforce by protected characteristic.
 - Identify our gender pay gap.
 - Develop equality outcomes to overcome disadvantage and further the equality duty
 - Compare our data with any available national statistics.
 - Identify gaps in workforce data and take steps to address these.

Legal Framework

- 17.5 By embracing the diversity of our employees and maximising their individual potential, we can foster innovation, deliver high quality services and create a positive workplace culture. As a public body, South Ayrshire Council also has legal obligations under the Public Sector Equality Duty to eliminate unlawful discrimination; advance equality of opportunity and foster good relations.
- 17.6 Further, the Equality Act 2010 (Specific Duties) (Scotland) Regulations require us to gather and publish information annually on the composition of our workforce and on the recruitment, development and retention of our employees with respect to their protected characteristics.
- 17.7 Non statutory guidance from the Equality and Human Rights Commission on the specific duties recommends that organisations work towards gathering and using information disaggregated by protected characteristics on the following:
- Recruitment and promotion
 - Numbers of part-time and full-time staff
 - Pay and remuneration
 - Training and development
 - Return to work of women on maternity leave
 - Return to work of disabled employees following sick leave relating to their disability
 - Appraisals
 - Grievances (including about harassment)
 - Disciplinary action (including for harassment)
 - Dismissals and other reasons for leaving.
- 17.8 Where possible, we will report on the aforementioned categories by protected characteristic. Where our reporting mechanisms are unable to provide information, we will highlight the gaps and take steps to gather the data for our next annual monitoring report.

Reporting Categories

- 17.9 Reporting categories on recruitment and selection are drawn from the National Recruitment Portal. Categories have been agreed nationally across all local authorities.
- 17.10 Data for our workforce has been drawn from our Oracle HR reporting tool. Reporting categories for our workforce are age, gender, race and disability. We do not currently hold information on employees by the protected characteristics of religion, sexual orientation or transgender status.
- 17.11 The employment data presented provides an overview of our workforce profile as at 1 December 2012 and is structured as follows:
- Analysis of data by gender
 - Our gender pay gap
 - Analysis of data by disability
 - Analysis of data by race
 - Analysis of data by age
 - Analysis of data by gender reassignment
 - Analysis of data by sexual orientation
 - Analysis of data by religion or belief
 - Analysis of data by marital status
 - Developing our equality outcomes
 - Our equality outcomes for 2013
 - Our workforce profile.
 - Equal Pay Statement
 - Policy on Equality at Work

ANALYSIS BY PROTECTED CHARACTERISTIC GENDER

Gender Profile of Workforce

- 17.12 South Ayrshire Council's workforce is predominantly female, with 72% of employees being female and 28% male. This reflects the national position within local authorities, where 71.2% of people in employment in councils in Scotland are female compared with 28.8% being male.¹ 44% of female employees are part-time, compared to 18% of male employees who work part time.

Job applications by gender

- 17.13 In 2012, 65% of job applications were from women and 34% were from men. 24% of applicants selected for interview were male and 74% of applicants selected for interview were female. Of these candidates, 23% of successful applicants were male and 74% of successful applicants were female.

¹ <http://www.scotland.gov.uk/Topics/Statistics/Browse/Labour-Market/PublicSectorEmployment/PSEwebtables> 2102

17.14 This seems to show that females are disproportionately successful in the recruitment process and we will undertake further analysis to identify whether the volume of applications is higher from males for particular posts, or whether there are any unintended barriers faced by male applicants.

Starters and Leavers by Gender

17.15 60% of starters (i.e. external candidates taking up a position with the Council) in 2012 were female and 37% were male. This indicates that, in terms of new starts to the Council, the male female gap is still wide, but is reducing.

17.16 In terms of those employees leaving the Council, 60% were female and 40% were male. A breakdown of reasons for leaving can be found in Appendix 8. Males are overrepresented in the "leavers" category and further work is needed to establish why this is the case. While the Council has an Exit Interview procedure, categories need to be updated to include equality related issues.

Grievances By Gender

17.17 Of 19 grievances recorded in 2012, the majority were brought by men. The majority of these related to terms and conditions. Our current grievance procedure does not deal with bullying, harassment, discrimination and victimisation. To date, these have been managed under our Respect At Work policy. However, we have recently amended our grievance policy to include equality related complaints and future reports will be able to further break down reasons for grievance.

Respect At Work By Gender

17.18 Our Respect At Work policy is for employees who feel that have been bullied or harassed, victimised or discriminated against at work. Data on reasons for Respect At Work cases was not collated prior to November 2012. Under the terms of our new Equality policy, discrimination, harassment and victimisation claims will be heard under the grievance policy and future reports will be able to provide an overview of grievances by reason.

Disciplinary Proceedings by Gender

17.19 37 disciplinary hearings were recorded for 2012. Of these, 70% of those against whom disciplinary procedures were invoked were male and 30% were female. The most common reason for discipline was attendance management, followed by conduct and performance management. In order to report on discipline related to conduct which amounts to discrimination, harassment or victimisation, work needs to be undertaken to monitor reasons for disciplinary action against these criteria. Men were overrepresented in terms of disciplinary proceedings, as they make up 28% of all employees.

Attendance At Training By Gender

17.20 We collate attendance at internal training courses by gender. We do not currently hold information on attendance at external training courses. In 2012, 54.7% of employees who attended training were female and 45.3 were male.

Gender and Occupational Segregation

- 17.21 Occupational segregation is understood as the concentration of men and women:
- in different kinds of jobs (**horizontal** segregation) or
 - in different pay grades (**vertical** segregation)

Occupational segregation is one of the barriers which prevents women and men from fulfilling their potential in the labour market, and consequently contributes to the pay gap.

- 17.22 Within South Ayrshire Council, women are concentrated in roles such as home care, catering, administration and clerical roles. Men are concentrated in manual roles such as gardening, greenkeeping and bricklaying. A full breakdown of designation by gender is provided at Appendix 8.

Representation of males and females at senior management level.

- 17.23 Representation of males and females at senior management level is even, with 50% of Heads of Service being male and 50% being female. Our Executive Officer Group is also balanced, with 50% of executive posts held by men and 50% by women. Further information on job role and grade by gender can be found at .Appendix 7

Gender and Pay – Our Gender pay gap

- 17.24 Our gender pay gap has been calculated by comparing the average full-time equivalent earnings between men and women and is currently **1.34%**.
- 76.7% of jobs at grades 1-5 are held by women and 23.3% by men. As women make up 72.43% of the workforce, they are overrepresented at this pay grade.
 - 60% of jobs at pay grades 6-8 are held by women and 40% by men. As men comprise 28% of the workforce, they are overrepresented in this pay band.
 - 63% of jobs at grades 9-10 are held by women and 37% by men. Again, men are overrepresented at this pay grade.
 - 73% of jobs at grades 10 and above are held by women and 27% by men which is balanced in terms of the male / female make up of the workforce.

ANALYSIS BY PROTECTED CHARACTERISTIC - DISABILITY

Disability Profile of Workforce

- 17.25 1% of our employees have stated that they are disabled. 93% have stated that they do not have a disability and 6% have not stated whether or not they have a disability. This data suggests that employees who state that they are disabled are underrepresented in our workforce. Information from the Scottish Government shows that nearly one in five people of working age (1 million, or 19%) in Scotland are disabled².

Job Applications By Disability

- 3.6% of job applications were from candidates who stated that they had a disability.
 - Of candidates selected for interview, 3.7% stated that they were disabled.
 - Of candidates who were successful at interview, 2.5% stated that they were disabled.
- 17.26 South Ayrshire Council adopts the double tick standard whereby all applicants who are disabled and who meet the essential criteria for the role are automatically sifted through to interview stage. However, our recruitment data suggests that applications from and interview success of candidates who state that they have a disability does not reflect the 6% of the working population who are disabled. This may be because further positive action measures are required. It may also be an indication that some disabled applicants elect not to disclose a disability, or do not consider themselves to be disabled, when applying for jobs.

Disability and Grievance

- 17.27 No grievances were raised by employees, who stated that they have a disability, in 2012.

Disability and Respect At Work

- 17.28 Information on Respect at Work claims by protected characteristic has not been recorded centrally. This process will be replaced by a more comprehensive grievance procedure and all claims will be recorded against protected characteristics where appropriate.

Disability and Attendance at Training and Development

- 17.29 1.6% of employees who attended training in 2012 stated that they have a disability. This is marginally higher than the 1% of the workforce who have stated that they have a disability.

Disability And Pay Grade

- 61% of disabled employees are on Grades 1-5. This compares with 51% of employees who are not disabled.
 - 10% of disabled employees are Grades 6-8 compared with 15% of employees who are not disabled.
 - 8% of disabled employees are Grades 9-10 compared with 7% of employees who are not disabled.
 - 19% of disabled employees are Grades 11 and above compared with 26% of employees who are not disabled.
- 17.30 Disabled employees are therefore overrepresented in lower paid jobs and underrepresented in the higher pay grades.

² <http://www.scotland.gov.uk/Topics/People/Equality/disability>

Return to work of disabled employees following sick leave relating to their disability

- 17.31 We do not currently hold corporate data on the return to work of disabled employees following sick leave related to a disability. This will be addressed as part of our equality outcomes by amending absence documentation to ensure that disability related absence is collated.

ANALYSIS BY PROTECTED CHARACTERISTIC - RACE

Racial Profile of Workforce

- 17.32 The racial profile of the Council workforce is predominantly white and British. 81% of Council employees are white Scottish, 6% are white British and 2% are white English. Less than 1% of the workforce is made up by employees who are not white. We will compare our workforce composition by race with the outputs from the 2011 Census as soon as data becomes available.

Applicants For Employment By Ethnicity

- 17.33 The majority of applications in 2012 came from white applicants with 88.1 percent of applications coming from white Scottish applicants. 87.4% of those selected for interview were white Scottish.

Grievance By Ethnicity

- 17.34 69% of grievances were raised by white Scottish employees, 5% by white British employees, 5% by white English and 5% by white other. 16% of those who raised a grievance did not disclose their ethnic origin.

Respect At Work By Ethnicity

- 17.35 Information on Respect at Work claims by protected characteristic has not been recorded centrally. This process will be replaced by a more comprehensive grievance procedure and all claims will be recorded against protected characteristics where appropriate.

Attendance At Training and Ethnicity

- 17.36 81% of those who attended in house training were white Scottish. 11% of those who attended training did not disclose their ethnicity.

ANALYSIS BY PROTECTED CHARACTERISTIC - AGE

Age Profile of Workforce

- 17.37 The largest percentage of our workforce is made up by employees in the 45 to 54 age bracket. This group comprises 37% of the workforce. 23% of our employees are aged 35 to 44. Only 1% of our employees are under 18 and 6% are aged 18 to 24. Nationally, the 16-24 year age group makes up a high proportion of the total unemployed, with their level increasing by 82% since 2008.³

Applications For Employment By Age

- 17.38 The highest percentage of job applications in 2012 came from applicants in the 25-34 age band, with 32.4% of applications being from that group. 30.8% of successful applicants also came from the 25-34 years age group. The lowest volume of applications came from those aged 60 and above at 1.5% and those aged under 18 at 1.6%.

Grievance By Age

- 17.39 42% of grievances were raised by employees in the 45-54 age group . 32% were by employees in the 55-59 age group. As this groups makes up only 16% of the workforce, they are statistically overrepresented in terms of grievance.

Respect At Work By Age

- 17.40 Information on Respect at Work claims by protected characteristic has not been recorded centrally. This process will be replaced by a more comprehensive grievance procedure and all claims will be recorded against protected characteristics where appropriate.

Attendance At Training By Age

- 17.41 The data on attendance at internal training by age is not aligned with the data on our workforce profile and, as such, the age ranges used are different. This will be addressed for future monitoring. 35.2% of those who attended in house training were aged 51 to 60 and 30.8% were aged 41 to 50. Those aged under 21 represent the smallest group at 2.5%. It is difficult to make meaningful comparisons without aligned workforce profile data.

ANALYSIS BY PROTECTED CHARACTERISTIC - GENDER REASSIGNMENT

Workforce Profile By Gender Reassignment

- 17.42 We do not have workforce profile data for employees who are protected under the characteristic of gender reassignment. However, information from the Gender Identity Research and Education Society (GIRES) suggests that employers should expect about 1% of the workforce to experience and/or express their gender in ways that do not conform to the typical binary man/woman model. Many of these will not disclose their feelings, and may choose not to express them in the workplace because they fear a transphobic reaction from their employers and co-workers. Nonetheless, 25 per 100,000 in the general population have already sought medical treatment and this number appears to be [doubling every six years](#)⁴. We must therefore take into account that around 1% of our employees may have the protected characteristic of gender reassignment.

³ Office For National Statistics, Labour Force Survey November 2012

⁴ <http://www.gires.org.uk/employers.php>

Applications for Employment

- 17.43 While we do not hold data on our current workforce by gender reassignment, the recruitment portal equality monitoring form does ask candidates about this protected characteristic. In 2012, 0.2% of job applications were received from transgender applicants. 0.2% of applicants selected for interview were transgender and 0.1% of successful appointments were transgender applicants.

ANALYSIS BY PROTECTED CHARACTERISTIC - PREGNANCY AND MATERNITY

Return to Work of Women on Maternity Leave

- 17.44 93% of women on maternity leave returned to work in 2012. We do not hold data on the reasons why the remaining 7% did not return. This will be addressed as part of a review on exit interview procedures in furtherance of our equality outcomes.

ANALYSIS BY PROTECTED CHARACTERISTIC - MARITAL STATUS & CIVIL PARTNERSHIP

Workforce Profile By Marital/ Civil Partnership Status

- 17.45 The majority of our employees are married, at 50.2%. 0.1% of our workforce is in a civil partnership.

Applications for Employment

- 17.46 46.3% of job applicants in 2012 were single and 32.9% were married or in a civil partnership. The national recruitment portal equality monitoring form does not include marriage and civil partnerships as distinct categories. 43.8% of successful applicants were single and 34.8% were married or in a civil partnership.

ANALYSIS BY PROTECTED CHARACTERISTIC - SEXUAL ORIENTATION

Workforce profile by Sexual Orientation

- 17.47 We do not hold any data on the sexual orientation of our workforce other than data gathered from the recruitment portal. Stonewall endorses the UK Government estimate figure that 5-7% of the population are gay or bi-sexual.⁵

Applicants for Employment By Sexual Orientation

- 17.48 The vast majority of job applicants (93.1%) identified their sexual orientation as straight, with 92.7% of successful appointments being heterosexual applicants. 0.9% of applications came from people who identified themselves as gay, lesbian or bi-sexual, with 1.1% of successful applicants coming from that group.

With an estimated gay, lesbian and bisexual population of 5 to 7%, this suggest that gay applicants are under-represented, or have chosen not to state their sexual orientation.

⁵ http://www.stonewall.org.uk/at_home/sexual_orientation_faqs/2694.asp

18. WORKFORCE MONITORING - AS AN EDUCATION AUTHORITY

- 18.1 South Ayrshire Council Education Authority is committed to providing a working environment which values diversity. We want to foster a workplace culture which is free from unlawful discrimination, harassment, victimisation or bullying and where all employees and the wider community they serve are treated with dignity and respect.
- 18.2 The following workforce monitoring information is based on employees on both teaching and non-teaching terms and conditions within the Education Authority. Roles on teaching terms and conditions include Head Teachers, Depute Head Teachers, Principal Teachers, Teachers, Educational Psychologists and Quality Improvement Officers. Roles on non teaching terms and conditions include Nursery Teachers, School Assistants, School Technicians, School Librarians and Support Assistants. Due to the structure of the Council, roles such as Janitors, Catering Assistants, School Crossing Patrollers and administration and clerical staff have not been included in this report.
- 18.3 We intend to publish workforce monitoring information annually in December, both as an Education Authority and as a Local Authority employer. The information in this section is based on data for December 2012. We will publish our next monitoring reports in December 2013. Prior to publishing our next Education Authority Monitoring Report we will review the roles which we include.
- 18.4 We will use our Education Authority workforce monitoring data to:
- Identify areas of occupational segregation by gender and consider measures to address these.
 - Identify any disparities in the profile of our workforce by protected characteristic.
 - Identify our gender pay gap.
 - Develop equality outcomes to overcome disadvantage and further the equality duty.
 - Compare our data with any available national statistics.
 - Identify gaps in workforce data and take steps to address these.

Legal Framework

18.5 By embracing the diversity of our employees and maximising their individual potential, we can foster innovation, deliver high quality services and create a positive workplace culture. As a public body, South Ayrshire Council also has legal obligations under the Public Sector Equality Duty to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between those who share a protected characteristic and those who do not.
- Foster good relations between those who share a protected characteristic and those who do not.

18.6 The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 came into force in May 2012. These duties require us to gather and publish information annually on the composition of our workforce and on the recruitment, development and retention of our employees with respect to their protected characteristics. A breakdown of information by protected characteristic can be found at Appendix 9. Where our reporting mechanisms are unable to provide information, we will highlight the gaps and take steps to gather the data for our next annual monitoring report.

Reporting Categories

18.7 Reporting categories on recruitment and selection are drawn from the National Recruitment Portal. Categories have been agreed nationally across all local authorities.

18.8 Data for our Education Authority workforce has been drawn from our Oracle HR reporting tool. Reporting categories for our workforce are age, gender, race and disability. We do not currently hold information on employees by the protected characteristics of religion, sexual orientation or transgender status, other than information from the recruitment portal. We are considering steps to overcome these gaps for future monitoring reports and to enable us to identify any disadvantage.

18.9 Scope of Monitoring Report

- Key findings from monitoring
- Our gender pay gap
- Equality Outcomes
- Our workforce profile

Key Findings

Gender Profile of Education Authority Workforce

- 18.10 South Ayrshire Council's Education Authority workforce is predominantly female, with 84 per cent of employees being female and 16 per cent male. This is higher than the overall Council profile, where women make up 72 per cent of the workforce and is due mainly to the high percentage of women in teaching, school assistant and nursery roles. The percentage of successful applicants to the Education Authority is 81.8 per cent female and 18.2 per cent male. 77 per cent of employees who work full time are women and 23 per cent are men. 99 per cent of part time workers are female and 1 per cent of part time workers is male.

Gender and Occupational Segregation

- 18.11 Occupational segregation is understood as the concentration of men and women:
- in different kinds of jobs (horizontal segregation) or
 - in different pay grades (vertical segregation)

Occupational segregation is one of the barriers which prevents women and men from fulfilling their potential in the labour market, and consequently contributes to the pay gap.

- 18.12 Within South Ayrshire Council Education Authority, women are concentrated in roles such as teaching, nursery nurses and classroom assistants. There are no roles where there is a significant proportion of men, other than roles where there are few employees, such as Principal Educational Psychologists. A full breakdown of designation by gender is provided within appendix 9 as well as information on pay grade and gender.
- 18.13 As occupational segregation is prevalent in a range of roles in the Education Authority, we have identified increasing the representation of men and women in roles where gender segregation is evident as an equality outcome.

Gender and Pay – Our Gender pay gap

- 18.14 The pay gap for employees on Teachers' Terms and Conditions is 4.6%, with the average male employee earning £35 132 and the average female earning £33 523. The pay gap for all Education Authority employees (including all employees on Teachers' Terms and Conditions plus others employed in schools such as school assistants and nursery nurses.) is 13.78%. This reflects the high volume of females in relatively low paid roles such as school assistants and nursery nurses.

	Female			Male		
	FTE	Total Salaries	Average Salary	FTE	Total Salaries	Average Salary
Education Authority Employees	1202.11	35151911	29242	285.14	9670259	33914
All other Council employees	1681.49	36908842	21950	1142	26478284	23186
Council Total	2883.6	72060753	24990	1427.14	36148543	25329

The overall South Ayrshire Council gender pay gap is 1.34% with the average male earning £25 329 and the average female earning £24 990.

Equal Pay Statement

- 18.15 Our equal pay statement mirrors South Ayrshire Council's Equal Pay Policy Statement and can be found below at section 19 page 36.

Disability

- 18.16 Only one per cent of Education Authority employees have identified themselves as disabled. Six per cent have not disclosed and the remaining 93 per cent have not stated any disability. This reflects the overall South Ayrshire Council employee profile.

This may be a result of employees not wishing to disclose a disability or not considering themselves to be disabled.

- 18.17 As part of South Ayrshire Council, the Education Authority adopts the double tick standard whereby all applicants who are disabled and who meet the essential criteria for a role are automatically sifted through to interview stage. In 2012, 3.1 per cent of applicants to the Education Authority stated that they had a disability and 1.6 per cent of successful appointments were of candidates who stated that they had a disability.

Race

- 18.18 The racial profile of the Education Authority is predominantly white and Scottish at 72 per cent. 11 per cent are white British, 11 per cent have not disclosed, 3 per cent are white other and 2 per cent are white English. These groups also make up the vast majority of applicants for employment.

Age

- 18.19 33 per cent of Education Authority employees are aged 45 to 54. 22 per cent are aged 35 to 44 and 22 per cent are aged 25 to 34. 15 per cent of employees are aged 55 to 59. 4 per cent of employees are in the 18 to 24 age range and 4 per cent are over 60. There are no employees under 18. Applications for employment from those born from 1995 onwards, was very low in 2012 at 0.1 per cent.
- 18.20 As a very low percentage of our workforce as an Education Authority is under 24, we have identified maximising opportunities for young people to enter the workforce as an equality outcome.

Gender Reassignment

- 18.21 We do not hold data on our current workforce by gender reassignment. We do however ask candidates about this protected characteristic through equality monitoring on the national recruitment portal. Of those who completed the monitoring form, 0.3 per cent of applicants said they were transgender and 0 per cent were appointed.

Marriage and Civil Partnership

- 18.22 Our overall workforce monitoring has identified that 50.2 per cent of our workforce is married with 0.1 per cent in a civil partnership. We are undertaking work to identify this information for Education Authority employees which we will publish in December 2013. Data on applications for employment by marital status is available and can be found at appendix 9.

Pregnancy & Maternity

- 18.23 As a Council, 93 per cent of women on maternity leave returned in 2012. We are taking steps to publish information on the return to work of women after maternity leave as an Education Authority. We are reviewing our exit interview procedures to establish why some women choose not to return after maternity leave.

Religion or Belief

- 18.24 We do not currently hold data on the religion or belief of our workforce, other than the data gathered from the Recruitment Portal. The majority of applicants to the authority who completed the equal opportunities monitoring form stated that they were Church of Scotland (39.4%), no religion (28.6%) and Roman Catholic (11.5%).

Sexual Orientation

18.25 We do not currently hold data on the sexual orientation of our workforce other than data gathered from the recruitment portal. The majority of applicants who completed the equal opportunities monitoring form in 2012 identified themselves as straight (95.4%). 0.3 per cent stated they were gay and 0.3 per cent stated they were lesbian. No applicant stated that they were bisexual.

Gaps in Information

18.26 We are taking steps to enable us to report on training activity against each protected characteristic for Education Authority employees.

Only one grievance was recorded for the Education Authority in 2012. Respect At Work claims (for bullying and harassment) have not been recorded centrally. The Respect At Work process will be replaced by a more comprehensive grievance procedure in 2013 and we are taking steps to identify how best to record these against protected characteristics.

We are also taking steps to identify the disability and race pay gap.

We currently do not hold corporate information on the return to work of disabled employees following sick leave related to a disability. This will be addressed by reviewing our absence documentation.

For future monitoring reports we will also address gaps in exit interview information held centrally and review the exit interview process. We will extend our workforce monitoring to identify any disadvantage to particular groups as part of our equality outcome that employees work in a fair and inclusive environment.

Equality Outcomes

18.27 Our equality outcomes as an Education Authority employer mirror our corporate outcomes, namely:

1. Employees work in a fair and inclusive environment.
2. To maximise opportunities for young people to enter the workforce.
3. To increase the representation of men and women in roles where gender segregation is evident

19. EQUAL PAY POLICY STATEMENT FOR THE COUNCIL, EDUCATION AUTHORITY AND LICENSING BOARD

- 19.1 South Ayrshire Council is committed to the principle of equal pay and grading for all our employees and aim to eliminate any gender bias and any other form of discrimination in our pay and grading systems.
The Council recognises that women and men in the workforce should receive equal pay for work of equal value and that this principle is enshrined in both UK and European law.
- 19.2 This Equal Pay Statement sets out our approach to ensuring equality of pay. In accordance with the national single status agreement, South Ayrshire Council evaluated all relevant jobs using the jointly recommended objective, analytical job evaluation scheme and the relative values were applied through the Council's pay and grading model to Local Government Employees and Craft Workers in 2009.
- 19.3 This Equal Pay Policy Statement is based on the key principles of equity, equality, inclusion, engagement, partnership, transparency and shared responsibility.

Aims

- 19.4 We are committed to ensuring equal pay structures for all our employees and will continue to:
- Conduct regular equal pay audits to monitor the impact of our pay and grading structure and eliminate any unfair, unjust or unlawful practices that impact on pay and grading
 - Provide training and guidance for those involved in determining pay
 - Inform employees of how their pay is determined
 - Respond to job re-evaluation requests in line with our policy on Job Re-evaluation and in accordance with the Statutory Code on Equal Pay
 - Consult with the recognised trade unions, as appropriate
 - Publish progress reports on the implementation of this Equal Pay Policy Statement in compliance with the Equality Act 2010.
 - Publish our gender pay gap annually. This is determined by calculating women's overall average pay and grading as a percentage of men's.
 - Monitor the concentration of women in particular roles(occupational segregation usually characterised by lower levels of pay and grading than in those numerically dominated by men)

Legislation

- 19.5 This Equal Pay Statement was produced in accordance with the Equality Act 2010 and the statutory code on Equal pay. This Equal Pay Policy Statement contains principles that are underpinned by council policies, guidance, Codes of Practice, the council's equality policy and national schemes such as those from the Scottish Negotiating Committee for Teachers (SNCT).

Equality Policy

- 19.6 The Council's Equality at Work Policy is provided in Appendix 9.

APPENDICES

- 1. The National and Local Profile of Protected Characteristics**
- 2. Example of completed Equality Outcome Template**
- 3. Employee Related Equality Outcomes**
- 4. South Ayrshire Licensing Board: Equality Outcomes**
- 5. Strategic Overview of Council Functions and Progress**
- 6. Example of School Opportunities for All Report**
- 7. Example of Pupil Survey Report**
- 8. Workforce Profile Data – as a Council**
- 9. Workforce Profile Data – as an Education Authority**
- 10. Equality at Work Policy**
- 11. Equality and Diversity Strategy Equality Impact Assessment**

Appendix 1: The National and Local Profile of Protected Characteristics

This annex presents a profile of key equality characteristics drawing on available data sources. Discussion pertains to:

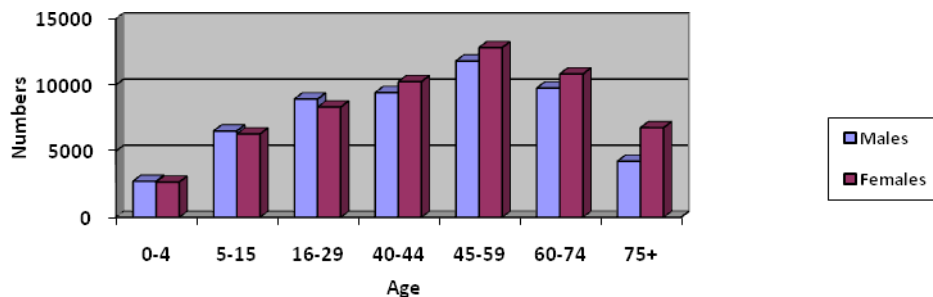
- age,
- disability including being a carer,
- race and ethnicity,
- gender and gender re-assignment,
- faith or belief,
- sexual orientation,
- marital status,
- socio-economic group, child poverty and health inequalities, and
- access to services in rural areas.

Age

Since October 2006, age discrimination has been unlawful in employment, training and education. Partly because people are living longer and private sector pensions have become less generous, age-related discrimination in respect of employment is a growing issue. However, as other national studies have shown, discrimination against older people can extend beyond employment to the provision of services, including health care^{6,7}.

By 2009, estimates of the South Ayrshire population by the General Registers Office for Scotland showed that people over the age of 44 made up nearly 50% of the population, while those aged over 60 accounted for about 28% (see **Figure 1**). However, population projections show that the resident population will continue to get older for the next 25 years, as shown in **Figure 2**. By 2033, people aged 65 and over are expected to make up more than a third of the population (34.4%), with implications for both employment and public services.

Figure 1: Distribution of Population by Age and Gender in South Ayrshire in 2009

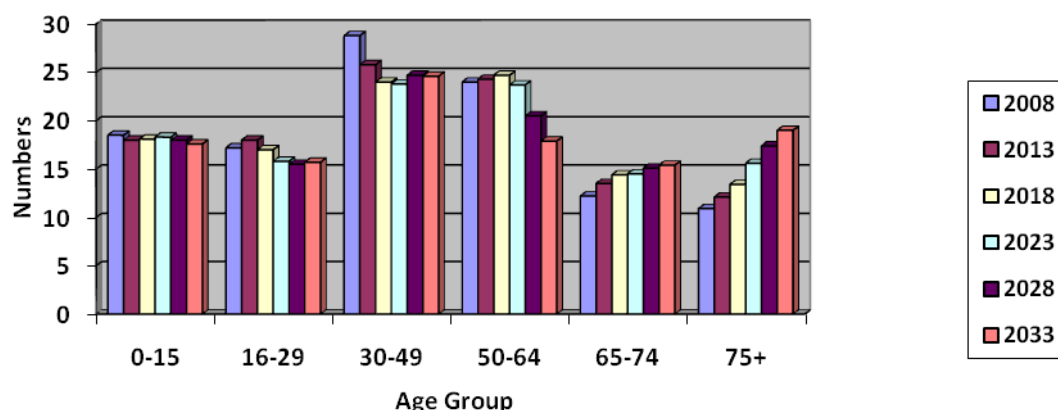


Source GRO Scotland

⁶ King's Fund. *Age Discrimination in Health and Social Care*.

⁷ Help the Aged (2004). *Everyday Age Discrimination. What Older People Say*.

Figure 2: Population Projections for South Ayrshire by Age Group between 2008 and 2033



Source: GRO Scotland, 2008-based Population Projections

It is important to recognise that age discrimination is not merely something that is confined to older people. Across the UK, there are estimated to be 50,000 young adults under the age of 18 who are looking after a parent with a physical disability or a mental illness or who are caring for a brother or sister with learning difficulties⁸. In many cases, they receive little or no support from public agencies. Although, based on the national evidence it would be reasonable to assume a similar picture exists in South Ayrshire.

Disability

It has been suggested that as many as 1 in 5 people in Scotland experience some form of disability⁹ but no reliable figures exist. In the first place, most definitions of a “disability” are rather imprecise and not widely known or understood. The Equality Act 2010 defines that “A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities

A baseline survey conducted by Glasgow University for the Disability Rights Commission Scotland in 2001¹⁰ estimated that around 800,000 people or 16% of the population were disabled.

⁸ The Princess Royal Trust, <http://www.carers.org/local/scotland/ayr/>

⁹ Scottish Government. *Key Facts about Disabled People*.
<http://www.scotland.gov.uk/Topics/People/Equality/disability>

¹⁰ S Riddell and P Banks (2001). *Disability in Scotland: A Baseline Study*. Strathclyde Centre for Disability Research, Glasgow University.

Estimates from the Census and the Scottish Household Survey

The 2001 Census sought information on all people “who perceive that they have a limiting long-term illness, health problem or disability which limits their daily activities or the work that they can do, including problems that are due to old age”. Twenty-three thousand seven hundred and forty eight people in South Ayrshire reported that they had so-called *limiting long-term illness*. The age breakdown of these people, together with the percentage of the age group accounted for by them, is presented in **Table 1** overleaf. Nearly half are over pension age. Based on self-reported assessments of disability, these figures imply that 21.9% of the population in South Ayrshire are disabled, either physically or mentally, to a greater or lesser degree.

Although only based on a sample of the population, an estimate of the disabled population can also be gained from the *Scottish Household Survey 2007*. For Scotland as a whole, the results of the survey (presented in **Table 2**) indicate that around 18% to 19% of people have a long-term illness or disability. Accepting a similar percentage for South Ayrshire would imply an equivalent figure of 20,000-21,000.

Table 1: Age Distribution of the Population in South Ayrshire with Limiting Long-Term Illness in South Ayrshire in 2001

Age Group	% of All People with Limiting Long-Term Illness	% of Age Group
0-4	0.6	2.4
5-15	2.9	4.4
16-34	7.9	7.5
35-49	13.8	12.7
50-59	16.9	24.4
60-64	10.7	37.1
65-84	40.7	49.5
85+	6.5	74.2

Table 2: Percentage of Men and Women in Scotland by Age with a Disability or a Long-Term Illness According to the 2007 Scottish Household Survey

Age Group	% of Males	% of Females
0-9	5	3
10-19	7	5
20-29	5	6
30-39	10	9
40-49	12	15
50-59	22	26
60-69	35	32
70+	48	52
All ages	18	19

Breakdown of Disability by Type

Trying to get estimates of numbers with different types of disability is very difficult, although the 2011 Census, once available, will provide more information. During 2003, the Scottish Executive used the Labour Force Survey to gain estimates of the proportion of the working age population by type of disability¹¹. The profile of disability within the population of working age in Scotland is shown in **Table 3**.

Table 3: Percentage of Disabled People of Working Age in Scotland by Type of Health Problem, 2003

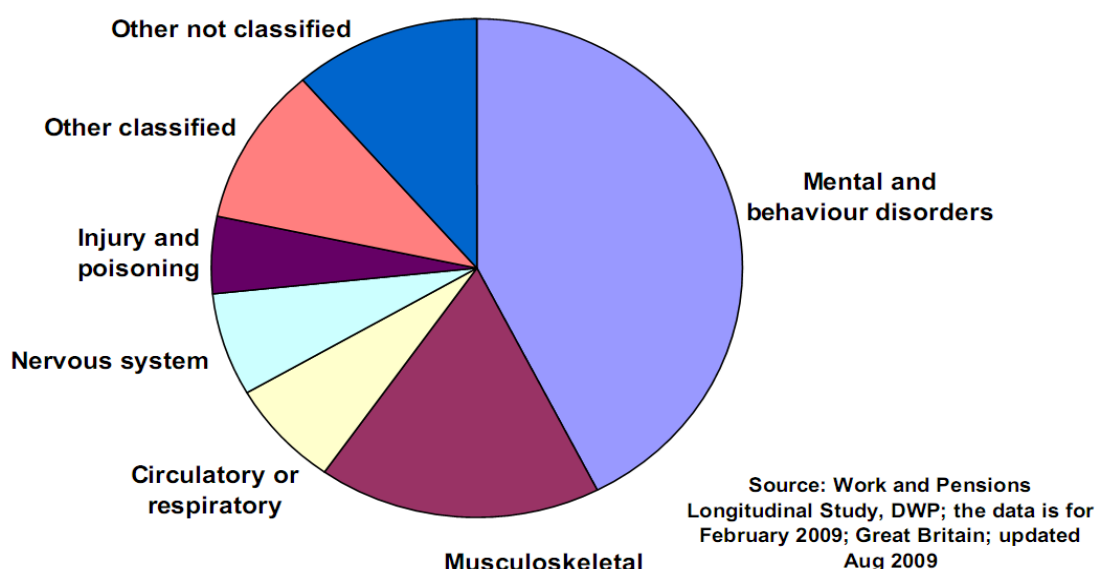
TYPE OF HEALTH PROBLEM	% of Disabled Population
<i>Physical Impairments</i>	
Arms, hands, legs & feet, back & Neck (incl Arthritis & Rheumatism)	32
Chest, breathing problems, asthma, bronchitis	12
Heart, blood pressure, circulation	12
Stomach, liver, kidney, digestion	5
Diabetes	5
Skin conditions, allergies	2
<i>Hearing, Visual or Speech Impairments</i>	
Difficulty in seeing (with glasses), hearing or speech	3
<i>Mental Disorders</i>	
Depression, bad nerves	8
Mental illness, phobias, panics & other nervous disorders	3
Epilepsy	2
<i>Learning Difficulties</i>	
Learning difficulty	2
<i>Progressive illness</i>	
Cancer, multiple sclerosis, symptomatic HIV, Parkinson's Disease, muscular dystrophy	5
<i>Other problems, disabilities</i>	
TOTAL	100

Source: Labour Force Survey 2003

¹¹ Equality in Scotland – Disabled People. Scottish Executive, 2000.

From this table it would appear that the physically disabled comprise the largest proportion of the disabled workforce. However, these figures are not entirely consistent with those from the Department of Work and Pensions' longitudinal study of Incapacity Benefits (IB) claimants and their reasons for claiming IB¹². The results from 2009 are presented in **Figure 3**. This shows that mental and behaviour disorders account for nearly half the successful claims.

Figure 3: Breakdown of Reasons for Claiming Incapacity Benefit, UK Figures, 2009



These statistics present only part of the story, as they do not include those diagnosed with cancer, HIV or multiple sclerosis as potentially disabled who are now included under the new definition. In the case of HIV and multiple sclerosis, the numbers of people in Scotland are small, with only around 5,700 people being HIV-positive in 2008¹³ and around 5,600 people diagnosed with multiple sclerosis¹⁴. However, the prevalence of cancer is much higher. In December 2009, it was estimated that around 60,000 men and 85,000 women in Scotland were living with cancer¹⁵; however, only about a third of these are of working age.

Information on disabilities in the population of pensionable age (65+) is more fragmented. However, some impression of the range of disabilities among older people in Scotland can be gauged from a breakdown of people over 65 receiving home care in 2002, as reported in the Community Care Statistics¹⁶. These figures are presented in **Table 4** for both Scotland and South Ayrshire. From this it can be seen that physical disabilities account for well over 70% of the cases, but as noted above these figures exclude people with cancer, which affects 1 in 10 of all residents aged over 65.

¹² <http://www.poverty.org.uk/13/index.shtml>

¹³ HIV Scotland,

<http://www.hivscotland.com/index.php?controller=Default&action=ShowContent&pageid=21>

¹⁴ ISD Practice Team Information, 2010.

¹⁵ ISD (2009). *Cancer in Scotland*. NHS Scotland, December 2009

¹⁶ *Scottish Community Care Statistics, 2002*. Scottish Executive, 2003. 2002 was the last occasion when this publication was produced.

Table 4: Client Group Breakdown of People Aged 65+ Receiving Home Care in Scotland and South Ayrshire in 2002

Client Group	Scotland		South Ayrshire	
	Numbers	% of All Home Care Clients	Numbers	% of All Home Care Clients
People with dementia	3339	6	176	17
People with mental health problems	1064	2	40	4
People with learning disabilities	1620	3	13	1
People with physical disabilities, including frailty due to old age	42402	77	783	77
People with HIV/AIDS, alcohol or drug problems	291	1	7	1
People in other vulnerable groups	5914	11	1	0
Total	54630	100	1020	100

Source: *Scottish Community Care Statistics 2002*

Financial Disadvantage of Disability

Disability is also linked to poverty and deprivation. Only 48% of disabled people in Scotland are in work, compared to 75% of non-disabled people¹⁷ and Scotland has more disabled people looking for work than the rest of the UK¹⁸. The low employment rates are both a direct reflection of discrimination and an indirect reflection of the fact that disabled people are less well qualified as a group. Thus, disabled people are more than twice as likely as non-disabled people to have no qualifications (26% as opposed 10%)¹⁹. The outcome is that disabled people are more likely to experience poverty.

In 2007-08, 24% of individuals in disabled households in Scotland were in poverty, compared with just 14% for non-disabled households²⁰. For many disabled people, there is also an issue of barriers, from access to services and shops to using public transport, that impede them from leading normal, independent lives²¹.

The *Scottish Household Survey 2007-08* suggests that there is a strong correlation between the household's economic status and the presence of one or more adults in the household with either a disability or long-standing illness. This is evident from **Figure 4**. While households with one or more people with a long-standing

¹⁷ Scottish Government (2010). *Helping Disabled People into Work*. Press Release, 23 February 2010.

¹⁸ Joseph Rowntree Foundation (2009). *Work and Disability: Scotland*.

<http://www.poverty.org.uk/s45/index.shtml>

¹⁹ Scottish Government. *Key Facts about Disabled People*.

<http://www.scotland.gov.uk/Topics/People/Equality/disability>

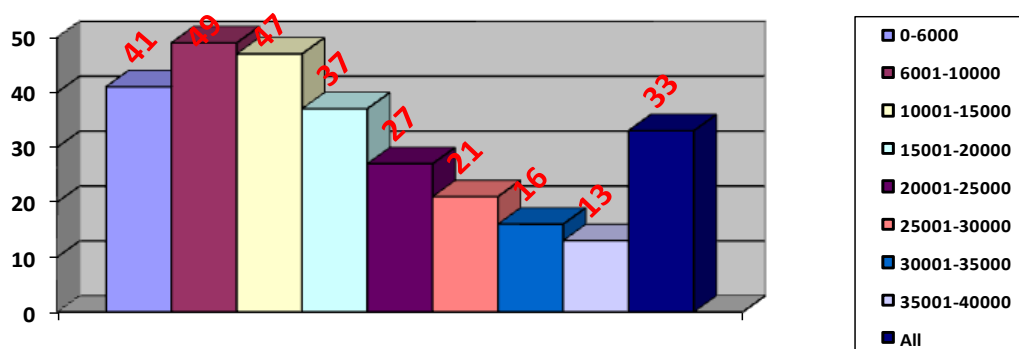
²⁰ Scottish Government. *Poverty and Income Inequality: Key Scottish Income and Poverty Figures*.

<http://www.scotland.gov.uk/Topics/Statistics/Browse/Social-Welfare/IncomePoverty/CoreAnalysis>

²¹ Disability Agenda Scotland (2010). *Manifesto 2010: A Better Society for Disabled People in Scotland*. Match 2010.

illness make up 33% of the households surveyed in 2007-08, they made up 40%-50% of all households with an annual net income of £15,000 or less. This impression is reinforced, if the percentage of all households in a particular income class needing regular care or help is examined. The results presented in **Figure 5** show that, whereas 14% of all households surveyed in 2007-08 required regular care, this proportion increased to around 20% for all households with a net annual income of under £15,000 per year and fell to under 5% for households having a net annual income in excess of £30,000.

Figure 4: Percentage of Households Containing One or More People with a Long-Standing Illness or Disability by Net Annual Income, 2007-08



That this picture is reasonably representative of South Ayrshire can be seen if the distribution of people with a limiting long-term-illness by socio-economic group at the 2001 Census in South Ayrshire is examined (see **Table 5**). This indicates that people with a disability are concentrated in the lowest socio-economic groups. Nearly 41% of all people with limiting long-term illnesses had never worked or were among the long-term unemployed and another 40% were 'not classified'. In contrast, a mere 8% were to be found in higher or lower managerial occupations

Figure 5: Percentage of Households with One or More People Requiring Regular Care by Net Annual Income, 2007-08

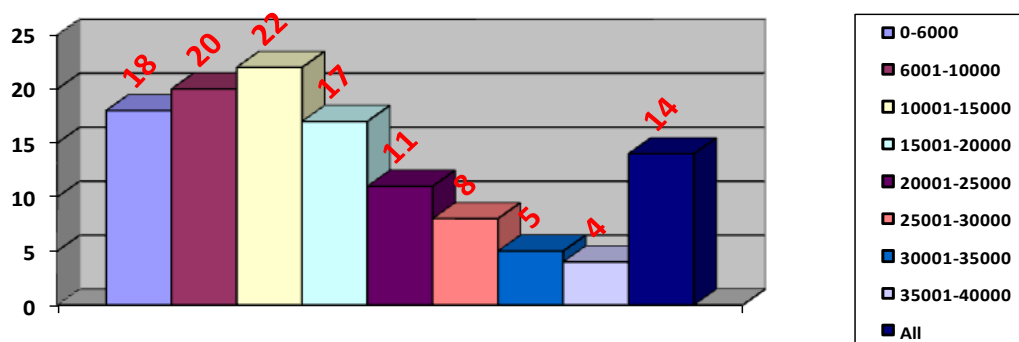


Table 5: Percentage Distribution of People with Limiting Long-Term Illness by Socio-Economic Group in South Ayrshire in 2001

Socio-Economic Group	% of All People with a Limiting Long-Term Illness¹
Higher Managerial & Professional Occupations	7.0
Lower Managerial & Professional Occupations	8.3
Intermediate Occupations	8.8
Small Employers and Own Account Workers	12.8
Lower Supervisory & Technical Occupations	12.2
Semi-Routine Occupations	12.3
Routine Occupations	15.7
Never Worked & Long-Term Unemployed	40.8
Not Classified ²	39.6
<i>All Groups</i>	<i>21.2</i>

Source: 2001 Census

Notes: ¹ Figure expressed as a percentage of 16-74 year old occupation in each socio-economic group

² Not classified includes people who not been coded, those who cannot be allocated to a Socio-Economic Group and all full-time students.

Being a Carer

Increasingly, the provision of informal care at home for the elderly and disabled is becoming recognised as an equality and human rights issue. At the 2001 Census, around 12,000 people (about 10% of the population) in South Ayrshire reported that they provided some form of informal care to family members or neighbours. We expect this picture to be reinforced when the results of the 2011 Census are published. Of these who reported being a carer, around 60% were over the age of 45 and 25%-30% were over the age of 65. However, these 12,000 represent a partial picture.

Research has shown that the turnover in carers is high. Every year, around 30%-40% of informal carers in Britain stop providing care and a similar proportion take on a caring role²². In total, about 6 out of 10 adults will provide unpaid care sometime during their life and at any time 1 in 6 adults is providing some form of care for a family member or neighbour.

Large numbers of these carers are reported to be living in poverty, suffering poor health themselves and experiencing social isolation. In 2008, Baroness Campbell, Chair of the Disability Committee of the Equality & Human Rights Commission, observed that eligibility criteria for formal (public) care were being tightened, pushing an increased proportion of the care burden onto families and the community²³. For one group – grandparents - the Equality & Human Rights Commission has expressed a concern that their needs are not being recognised by

²² Hirst, M (2002). Transitions to informal care in Great Britain during the 1990s. *J. Epidemiol. Community Care*, **56**, 579-597.

²³ Baroness J Campbell (2008). *Social Care as an Equality and Human Rights Issue*. Speech delivered to the IPPR 'Power to carers and users' event, 19 February 2008

society in its desperation to fill the 'care gap'²⁴. Particularly, in families most at risk of poverty, grandparents are under increasing pressure to take on a caring role. One in three families are now believed to rely on grandparents for childcare, rising to 1 in 2 for single parent families. One in three of family carers will give up paid work and a further 30% will reduce their paid working hours. As a consequence, there is a need to consider the impact of care not just on the individual looked after, but also on the carer's life.

Race and Ethnicity

Strathclyde Police crime statistics for South Ayrshire show a fairly steady rise in the number of reported cases of racially aggravated conduct and harassment from 26 in 2002-03 to 78 in 2009-10. This may be a reflection of the rising profile that racial harassment and discrimination is receiving rather than any underlying social trend. However, it is symptomatic of the discrimination that minority ethnic groups experience. Moreover, although the figure of just under 80 reported cases of racial harassment in the most recent year seems small, it assumes greater significance when it is noted that the 2001 Census indicated that ethnic minority groups (non-whites) account for just 0.7% of the population or 750 people. Closer inspection of the ethnic breakdown in 2001, presented in **Table 6** overleaf, reveals that people of Indian and Chinese origin account for half of this total. However, a person from an ethnic minority group is as likely to have been born in the UK as abroad. Thus, 44% of Indians, 49% of Pakistanis, 40% of Chinese and 58% of those from other ethnic origins reported that they were born in the UK. In total, 49% of the ethnic minority community in South Ayrshire was born in the UK.

Significant inward migration from the EU Accession Countries post 2001 is likely to have modified this picture a little. While National Insurance registrations suggest that the numbers of EU nationals in-migrating into South Ayrshire are small, there is evidence of an increase in the Polish community. However, there is growing anecdotal evidence that much of this inward migration was temporary and the last couple of years have seen an outflow. The actual position will only become clear when the results of the 2011 Census are published. Nevertheless, even in 2001, around 2,500 people of 'white' ethnic origin in South Ayrshire were born outside the UK and of these 52% came from Europe.

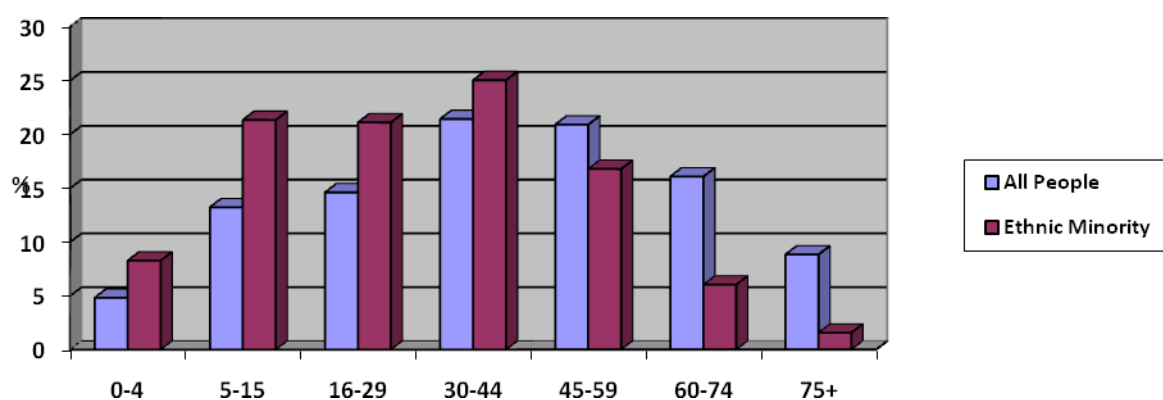
²⁴ Equalities & Human Rights Commission (2010). *Protect, Support, Provide: Examining the Role Played by Grandparents in Families at Risk of Poverty*. 2 March 2010.

Table 6: Ethnic Breakdown of the South Ayrshire Population in 2001

Ethnic Group	No	%	Ethnic Group	No	%
White Scottish	101639	90.67	Other South Asian	31	0.03
Other White British	7635	6.81	Chinese	208	0.19
White Irish	882	0.79	Caribbean	15	0.01
Other White	1178	1.05	African	38	0.03
Indian	181	0.16	Black Scottish or Other Black	9	0.01
Pakistani	61	0.05	Any Mixed Background	142	0.13
Bangladeshi	2	0.01	Other Ethnic Group	76	0.07

The 'migrant' nature of the ethnic minority community is also reflected in the age and sex distribution of this population sub-group compared to the population as a whole as reported. **Figure 5** overleaf shows the comparative age distribution of the ethnic minority population in 2001 compared to the whole resident population. It is evident that 50% of the ethnic minority population is under 30, compared to 33% in the population as a whole. At the same time, 53% of the ethnic minority community in 2001 was male, compared to 47% of all residents.

Figure 5: Age Distribution of Ethnic Minority and Total Populations in South Ayrshire in 2001



Source: 2001 Census

One of the limitations of Census data is that it does not separately record the number of gypsies/travellers or refugees/asylum seekers. According to the January 2009 report on the twice yearly count of gypsies and travellers²⁵, there were 9 gypsy/traveller households in South Ayrshire, out of a total of 497 in Scotland. The 9 households accounted for a total of 33 people, of which 42% were under the age of 16. All 8 of the Council's pitches were occupied at this point in time and there is a waiting list.. Over 75% of the Council pitches had been occupied for more than 5 years by the same family. Despite the waiting list, the reported number of unauthorised encampments in South Ayrshire on the day of the count in January 2009 was 1.

As regards refugees and asylum seekers resident in South Ayrshire, no figures are available. However, the numbers are likely to be small as the bulk of asylum seekers in Scotland are housed in Glasgow and those acquiring 'refugee' status tend to migrate south to England²⁶.

Gender and Gender Re-assignment

Sex discrimination, especially in respect of working women, is still a national issue albeit that within South Ayrshire Council significant progress has been made in recent years towards eradicating this.. In Scotland, the latest available statistics indicated that in 2006, 14,250 claims were made to industrial tribunals for sex discrimination, mostly by women. This represents 1 case for every 100 females in work²⁷. More recently, the Equalities & Human Rights Commission has estimated that a gender pay gap continues to exist, with full-time female workers earning 12.2% less than equivalent male workers. For part-time workers, the differential is 32%²⁸. Within South Ayrshire Council the gender pay gap is much smaller (1.34%) reflecting the importance the Council places on addressing this issue. The most recent population estimates for South Ayrshire from the General Register Office for Scotland (GROS) for June 2009 indicate that 52% of the population was female and they accounted for 47% of the workforce²⁹.

However, discrimination is not simply a female experience. The Equality & Human Rights Commission has reported evidence that the majority of people (62%) regarding themselves as 'transgender' have experienced harassment at school and in the workplace³⁰. Currently, neither GROS nor the Census ask people whether people regard themselves as 'transgender'. The Equalities & Human Rights Commission's *Trans Research Review*³¹ in 2009 noted that the Gender Identity Research and Education Society reported in a Home Office funded study that the number of 'transgender' people in the UK was between 300,000 and 500,000. This represents a prevalence rate of 600 to 1000 per 100,000 populations. Of these

²⁵ The Scottish Government (2009). *Gypsies/Travellers in Scotland: The Twice Yearly Count, No 15, January 2009*.

²⁶ COSLA Strategic Migration Partnership

²⁷ *Scotland on Sunday*, 30 July 2006

²⁸ Equalities and Human Rights Commission (2010). *40 Years since the Equal Pay Act and Scotland's Women are still Paid less than Men*. Press Release, 28 May 2010.

²⁹ NOMIS

³⁰ Morton, J (2008). *Transgender Experiences in Scotland*. Research Summary, Scottish Transgender Alliance.

³¹ Mitchell, M & Howarth, C (2009). *Trans Research Review*. Manchester: Equality and Human Rights Commission.

80% are believed to be assigned as boys at birth. Applying this incidence to South Ayrshire, it would imply that in 2009 there were between 670 and 1,110 'trans' people in the local area; between 540 and 880 will be classed in the general population statistics as males. This suggests that the population breakdown by gender in 2009 is as shown in **Table 7**.

Table 7: Estimated Breakdown of Population of South Ayrshire in 2009 by Gender (including Transgender)

Males	Females	Transgender
47.3%	51.9%	0.8%

Despite considerable focus through earlier legislation, the national picture is still one of widespread reported discrimination related to pregnant women and women with children. While no statistics on the incidence of discrimination experienced by working mothers are available, in 2009 it is estimated that in South Ayrshire, there were 9,000 working mothers with dependent children³².

Faith and Belief

The recorded figures for racially aggravated conduct and harassment include hate crime connected with religion, but do not separate out the different types of hate crime. However, research carried out by the Scottish Government in 2004-05 showed that in the West of Scotland there was a significant level of 'religious' crime, centred around Catholic and Protestant sectarianism³³. **Table 8** presents a breakdown of respondents in South Ayrshire by faith in 2001. This shows that the most common religion is Church of Scotland. This is followed by no religion and then Roman Catholic. Non-Christian faiths made up a very small proportion of the total responses (0.77%). However, as **Table 9** shows, there is considerable diversity in the religious beliefs of different ethnic groups in Ayrshire, so that it is not possible to make assumptions about a person's religious beliefs from their ethnic background.

³² Based on the estimate from Scottish Neighbourhood Statistics that 12750 families in South Ayrshire claimed Child Benefit, while according to NOMIS 71% of females of working-age in the area were in employment in 2009.

³³ <http://news.bbc.co.uk/1/hi/scotland/6187826.stm>

Table 8: Breakdown of the Respondents in South Ayrshire by Current Religion at 2001 Census

Religion	% of Respondents
Church of Scotland	54.40
Roman Catholic	9.75
Other Christian	6.36
Buddhist	0.09
Hindu	0.05
Jewish	0.05
Muslim	0.12
Sikh	0.08
Another religion	0.38
None	23.43
Not answered	5.29

Source: 2001 Census

Table 9: Percentage Breakdown of Religious Beliefs by Ethnic Group in Ayrshire at 2001 Census

Religion	Ethnic Group				
	White	Indian	Pakistani & Other South Asian	Chinese	Other
Church of Scotland	52.54	4.50	4.58	4.33	18.52
Roman Catholic	11.91	1.64	3.92	2.39	17.73
Other Christian	5.28	5.11	5.01	7.01	12.79
Buddhist	0.04	~ ¹	1.53	19.25	3.48
Hindu	0.00	17.79	1.31	~	0.22
Jewish	0.04	~	0.44	0.15	1.12
Muslim	0.03	1.23	64.05	0.15	11.00
Sikh	0.01	51.33	2.83	~	~
Another Religion	0.32	1.23	1.74	0.60	1.68
None	24.19	11.04	10.02	58.81	25.14
Not answered	5.62	6.13	4.58	7.31	8.31

Source: Savory, E. (2009) NHS Ayrshire & Arran Single Equality Scheme 2009-12. December 2009

Notes: ¹ Denotes the number is not zero, but very small

Sexual Orientation

As a group gays, lesbians and bisexual people are significant in that 80% report experiencing discrimination in one form or another³⁴. However, there are no reliable estimates of prevalence and the 2011 Census did not collect information on sexual orientation. For Scotland as a whole Stonewall in 2009 estimated that there were 300,000 gay people in Scotland, equivalent to 6% of the population³⁵. As such, the Stonewall figure remains the best guess on the numbers. Assuming that South Ayrshire is representative of the population as a whole, this suggests that in 2009 there were 6,600 gays, lesbians and bisexuals in the South Ayrshire. According to the 2001 Census about 1 in a 100 (68 in total) were cohabiting with a partner of the same sex.³⁶

Marital Status

The 2001 Census estimated that around 7% of the adult (over 15) population in South Ayrshire cohabited, while 54% were formally married. Overall, the living arrangements for adults resident in South Ayrshire in 2001 are shown below.

Table 10: Percentage Breakdown of Living Arrangements of Adult Population in South Ayrshire in 2009

Married	Cohabiting	Single	Separated/Divorced	Widowed
54.39%	7.08%	20.82%	8.20%	9.50%

Since 2001 there are indications that the numbers of couples cohabiting has tended to increase from about 8% to 10% nationally³⁷. Certainly, in Scotland as a whole the number of recorded marriages has fallen in the period 2001 to 2008 by about 3%. Whereas around 32% of bachelors in 2001 got married, this had fallen to 27% in 2008. The corresponding percentages for spinsters were 36% and 31% respectively³⁸. Another indication of this trend towards cohabitation is the evidence nationally that the annual number of divorces is stabilising. This has been put down to more couples cohabiting without getting married³⁹. For South Ayrshire, up-to-date information on living arrangements is hard to obtain. While it is possible to get information on the number of marriages performed in 2009 (726) and civil partnership ceremonies (3)⁴⁰, it is impossible to get an estimate of the number of residents divorcing or the number of couples cohabiting. It will be necessary to await the results from the 2011 Census to get this information.

³⁴ http://www.stonewall.org.uk/sctland/at_home/2798.asp

³⁵ http://www.stonewall.org.uk/sctland/at_home/2798.asp

³⁶ Scottish Parliament Equal Opportunities Committee (2008) *Report on Civil Partnerships Registration, Session 2*, 25 November 2003.

³⁷ *Scotland's People: Annual Report – Results of 2007/08 Scottish Household Survey.*

³⁸ GRO Scotland

³⁹ GRO Scotland

⁴⁰ GRO Scotland

Social-Economic Group

In recent years, the concept of 'social justice' has begun to be widely applied from issues of poverty and health care through to assessments of flood risks. The driver in many cases for improved social justice is a belief that there should be more equality of opportunity than exists currently in our society, whether measured in terms of access to education, health care or employment. As a result, the Improvement & Development Agency (IDeA) proposed as part of its framework for measuring equalities that there should be a socio-economic dimension, not linked to a particular age, gender or racial group, but to 'socio-economic classes'⁴¹. The implication of this was that the equality debate should embrace issues connected with social deprivation.

Potentially, this extension of the concept of 'equalities' embraces a wide range of issues. However, in the context of South Ayrshire it may conveniently be narrowed to four key policy objectives connected with 'closing the opportunity gap' and highlighted in the Council's vision document, "*Securing the Future for South Ayrshire*", namely:

- reducing the incidence of child poverty;
- reducing the percentage of 16-19 year olds not in employment, education or training;
- reducing health inequalities between communities, as potentially measured by differences in healthy life expectancy; and
- improving access to services in the more rural areas.

Child Poverty

A recent report estimated that 4,500 children in 2,700 households in South Ayrshire were living in poverty; this represents very nearly 1 in 5 children within the local authority⁴². Of these 2,750 were to be found in households where neither parent has work and included in this figure are some 2,000 children living in lone parent households. The impact of child poverty has been shown to extend beyond immediate material deprivation to the whole of a child's life. The likelihood of poor educational attainment in both primary and secondary school is much higher for children in low-income households, as is the probability that they will leave school without any educational qualifications. There is also evidence that children's health is affected, with increased risks of infant mortality, illness, accidents and teenage pregnancy, while youth crime is both higher and young people are more likely to be a victim of crime in the most deprived communities. The risk of abuse and neglect is also greater.

⁴¹ Tuke, A (2008). *Measuring Equality at a Local Level*. Improvement and Development Agency, September 2008.

⁴² Doyle, C, Sherlock, D and McDowall, R (2009). *Modernising Children's Services in South Ayrshire: Pointers to the Future*. SAC Internal Report, 23 September 2009.

Reducing the Percentage of 16-19 Year Olds Not in Education, Employment or Training

A priority for the Community Planning Partnership has been to increase the number of young people leaving school and moving into positive and sustainable destinations and reduce the numbers who are not in education, employment or training (NEET). The level of school leavers becoming NEET has fallen from 25% in 2003/04 to 11.5% in 2011/12. However, the 2011/12 level is above the Scottish Average of 10.1% (source: Scottish Government Analytical Services Unit – Schools). Research indicates that young people who are NEET for a prolonged period are most likely to encounter persistent problems of worklessness and social exclusion in later life⁴³. Over an individual's lifetime, it is estimated that the additional costs of unemployment, under employment, crime, poor health, early motherhood and substance abuse to the *economy as a whole* amount to £45,000 per NEET individual⁴⁴. At the same time, the additional cost to *government* for each NEET individual services was put at £52,000 in the same report. Thus, tackling the NEET population both makes economic sense and is a positive contribution to reducing social inequalities.

Reducing Health Inequalities

One of the best measures of health inequalities is the healthy life expectancy, which measures the expected number of years an individual can live in good health. In contrast, life expectancy measures how long the average person will live. The difference between the two measures is an estimate of the number of years of 'poor health'. It has been shown that the average boy born in the 10% least deprived datazones in Scotland can expect to live 79 years, 75 of these in 'good' health and 4 in 'not so good' health. This compares with a life expectancy in the 10% most deprived datazones of 66 years, 55 of them in 'good' health and 10 in 'poor' health. While this shows that people in more deprived areas can expect shorter lives, the quality of their life will be poorer, with more years spent in 'not so good' health. Unfortunately figures for healthy life expectancy are only published intermittently and then for not geographies below a local authority.

For this reason, to gauge healthy inequalities within South Ayrshire, it has been necessary to use the estimates of life expectancy for the 24 Intermediate Geography Zones in South Ayrshire. Specifically, **Figures 6 and 7** present the distribution of life expectancy for men and women respectively by showing the proportion of the population with a given average life expectancy in 2006⁴⁵. This shows that 4% of the male population in South Ayrshire lived in areas with a life expectancy of 70 years and nearly a third lived in areas with a life expectancy of 73 years or less. In contrast nearly 40% lived in areas with an average life expectancy of 77 or more years. For women, 12% lived in areas with an average life expectancy of under 76 years and 30% lived in areas with a life expectancy of less than 79 years. At the other end of the scale, 25% lived in areas with a life expectancy of greater than 82 years. Between the 'best' and the 'worst' areas, there is roughly a 10 year difference in average life expectancy. Closing this gap would reduce health inequalities.

⁴³ Scottish Executive (2006). *More Choices, More Chances*.

⁴⁴ Estimating the cost of being 'Not in Education, Employment or Training' at age 16 to 18, DfES Research Report RR346

⁴⁵ Taken for the ScotPhO Health Profiles for 2008.

Figure 6: Distribution of Male Life Expectancy in South Ayrshire in 2006 by Percentage of the Population

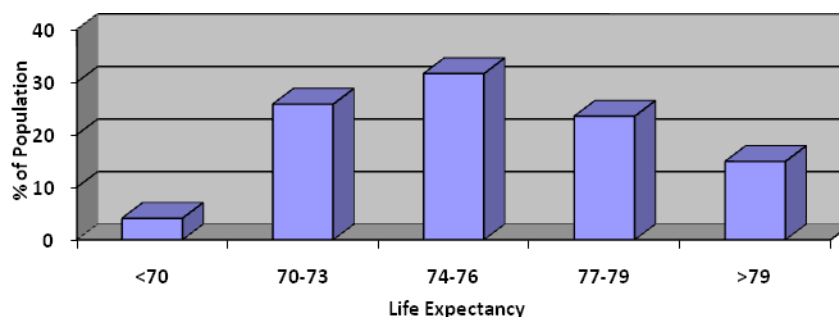
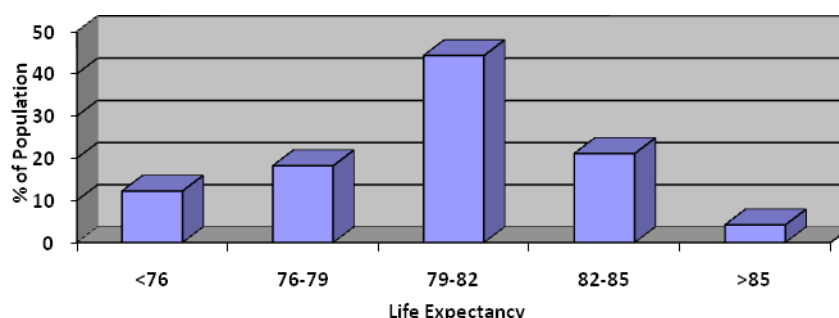


Figure 7: Distribution of Female Life Expectancy in South Ayrshire in 2006 by Percentage of the Population



Access to Services in Rural Areas

In a recent report commissioned by the Scottish Government on improving rural services⁴⁶, access to services was identified as a key issue in Scotland. Around the same time, a detailed examination of rural deprivation and service need in South Ayrshire⁴⁷ was carried out and this highlighted that within the rural parts of the local authority there were significant issues regarding the accessibility of key public services. Furthermore, the research showed that nearly a quarter of rural households in South Ayrshire did not have a car and so were reliant on public transport. Using the Scottish Government’s urban-rural classification, **Table 11** shows the mean travelling times to a doctor’s, the post office and shopping facilities for rural and non-rural residents in South Ayrshire by public transport in 2006. This reveals the longer journey times facing rural inhabitants in the local area.

Table 11
Average Journey Times by Public Transport for Rural and Non-Rural Inhabitants in South Ayrshire for Selected Services, minutes

	Rural	Non-rural
GP	13	10
Post Office	23	6
Shopping Facilities	26	10

Source: *Scottish Neighbourhood Statistics*

⁴⁶ Scottish Executive (2006). *Service Priority, Accessibility and Quality in Rural Scotland*. Prepared for the Scottish Executive by Accent Scotland.

⁴⁷ Doyle, C (2005). *Rural Deprivation and Service Need in South Ayrshire*. Internal SAC Report, May 2005.

APPENDIX 2 - EXAMPLE OF COMPLETED EQUALITY OUTCOME TEMPLATE

Improved knowledge and understanding of diversity crime and incidents in our communities.

National strategic outcome	NO 9. We live our lives safe from crime, disorder and danger
Single Outcome Agreement	LO 12 South Ayrshire is a safe place in which to live, work and visit.
Council's Vision	C Pr Communities in South Ayrshire are strong, safe and sustainable
Services	Policy Community Planning and Public Affairs
Protected Characteristics/ SAC Theme	Race/ Disability/ Gender Reassignment/ Religion and Belief/ Sexual orientation and although not a protected characteristic - Sectarianism
General Equality Duty:	Eliminated Discrimination & Harassment Advance Equality of Opportunity Foster Good relations
Rationale: Why is this Equality Outcome important	In order to prevent and reduce hate crime incidents, there needs to be an understanding of the magnitude and range of Hate Crime occurring in South Ayrshire. Hate Crime does not restrict itself to administrative boundaries and the Scottish Government, Equality and Human Rights Commission and SOLACE advice that Hate Crime is a national equality issue that is best tackled on a Partnership basis.

Equality outcome Long-term (5-10 years)	LEO 3 Hate crime in South Ayrshire is reduced and vulnerable individuals and communities feel safe and more secure.	
Equality Outcomes Medium Term (3-4 years)	Enhanced confidence and trust of those reporting diversity crime and incidents, and improved service to support victims.	
Equality Outcomes Short term (1-2 years)	EO4: Improved knowledge and understanding of diversity crime and incidents in our communities.	
	National partners contributions to outcomes	Local Partners contributions to outcomes
	Scottish Council's Equality Network	Ayrshire Equality Partnership
Outputs	<ul style="list-style-type: none"> • Regular feedback of Hate Crime incidents and trends 	<ul style="list-style-type: none"> • Data set of hate crime incidents across each of the three South Ayrshire local authority areas.
Activities	<ul style="list-style-type: none"> • Sharing of Information and good practice examples of recording, monitoring and analysing hate crime data. • Regular meetings with EHRC to discuss latest research and progress in tackling Hate Crime 	<ul style="list-style-type: none"> • Establish effective monitoring and reporting procedures for hate crime incidents across each of the three Ayrshire local authority areas; • Encouragement and support of the reporting and statistical monitoring of hate crime incidents. • Examination of reports of hate crime incidents in a strategic, multi-agency manner. • Development and sharing of good practice in relation to promoting social cohesion • Identify and take forward joint activity e.g. training and preparation of public information, to raise awareness of hate crime.

	Council Services Contribution to Outcomes (Additional to above)
Outputs	<ul style="list-style-type: none"> • Data set of hate crime incidents within South Ayrshire • Establishment of Third Party Reporting sites • Information on how Hate Crime is being tackled within South Ayrshire and as part of the Ayrshire Equality Partnership published on the Council Website and intranet Equality and Diversity Strategy resource section
Activities	<ul style="list-style-type: none"> • Participation in the Ayrshire Equality Partnership • Identification of Third Party Reporting Sites • Agree Third Party Reporting Arrangements • Training of Staff in Third Party Reporting arrangements

Progress Report			
Indicators	Baseline and Year	Progress & Date	
By the following Categories of Hate Crime: Race/ Disability/ Transgender identity/ Religiously/ Sexual orientation aggravated crime and Offensive Behaviour at Football and Threatening Communications.			
Total number of charges Of which			
Charges related to racially aggravated harassment and behaviour			
Charges related to another offence with a racial aggravation			

Decision on how charge will proceed			
Court proceedings			
Not separately prosecuted			
Direct measures			
Referred to Children's Reporter			
No action Total			
No Action – Reasons			
a) Not a Crime b) Insufficient admissible evidence c) Further Action disproportionate d) Mitigating Circumstances e) Other			
Awaiting Decision			
Number of Third Party reporting Sites			
Number of Staff trained in Third Party Reporting Procedures			
Summary of achievement			
What we have learnt			

APPENDIX 3 EMPLOYEE RELATED EQUALITY OUTCOMES

Developing Our Employment Equality Outcomes

In identifying our equality objectives, we have used the equality data gathered on our job applicants, employees and leavers, as well as comparative data for the population of South Ayrshire. In addition, we have reviewed the feedback from our Employee Opinion Survey which was conducted in 2012.

Analysis of Workforce Data

Analysis of available workforce data has highlighted a number of issues which we must address as an organisation. Firstly, there are data gaps across protected characteristics, with limited data on characteristics such as religion and belief, transgender, and sexual orientation. There are also areas where categories of data, such as age categories, are not aligned, making it difficult to compare recruitment statistics with data on the workforce profile.

In order to gain a meaningful and comprehensive overview of our workforce and identify any areas of inequality, we must take steps to improve the range of data we collect. The data has also highlighted tranches of the organisation where occupational segregation by gender is prevalent. While this degree of gender segregation is prevalent across the public sector, it is incumbent on us as an organisation to take steps to reduce this. The representation of young people in the workforce is also low, particularly in the school leavers age bracket.

Feedback from Equality Champions and Employee Equality Forum

Key feedback from Equality Champions and the members of the Employee Equality Forum regarding South Ayrshire Council's equality outcomes as an employer included the need to address areas of occupational segregation by gender within the workforce. The Champions also stressed the importance of getting the equalities message out to the wider workforce, including providing more guidance for managers on managing disabled employees to ensure workplaces are adapted appropriately.

Furthermore, they noted the need to raise awareness of all the protected characteristics and issues which may impact on the workplace. The Champions also noted that the population of South Ayrshire is becoming more diverse and that work should be done to ensure greater diversity of applicants to the Council.

This feedback has been used in developing our outcomes and Diversity Champions and members of the Employee Equality Forum will be involved on an ongoing basis in helping to deliver these outcomes.

Feedback from Human Resources

In developing these outcomes, focus groups were held with HR to identify any key areas of inequality or issues affecting employees by protected characteristic. Key feedback was around areas of occupational segregation by gender within Services.

Feedback from Trades Unions

Trades Unions were consulted with in the development of our equality outcomes.

Feedback from Employee Opinion Survey

In developing our equality outcomes we also considered feedback from our biennial employee opinion survey. This survey was undertaken over a two week period in April 2012 and had a response rate of 30%. This is an increase from 28% in 2008 and 29% in 2010. The aims and objectives of the survey were to seek the views of employees in relation to:

- Direction and Leadership
- Employee role
- Performance
- Culture
- Communication.

In terms of culture, employees were asked to rate the following statements:

- I believe the Council provides a positive workplace environment for employees
- I believe SAC treats me equally regardless of age
- I believe SAC treats me equally regardless of disability
- I believe SAC treats me equally regardless of gender or sexual orientation
- I believe SAC treats me equally regardless of race
- I believe SAC treats me equally regardless of religion or belief
- I feel valued and respected as an employee.

Analysis of the survey data showed that 60 percent of respondents agreed or strongly agreed that the Council has a positive workplace environment. 90 percent agreed or strongly agreed that they are treated equally regardless of age. 93% agreed that they are treated equally regardless of disability and 93% agreed that they are treated fairly regardless of gender or sexual orientation. 95% agreed they are treated fairly regardless of race and 94% agreed they are treated fairly regardless of religion or belief.

The survey demonstrated an increase in employee satisfaction levels with the percentage of employees who believe that the Council provides a positive working environment rising from 44% to 60%, an increase of 36% from 2010.

However, while the feedback from those who responded to the survey indicates a positive culture, there is still a percentage of respondents who feel that they are not treated fairly because of a protected characteristic:

- 10% of respondents disagreed that they are treated equally regardless of age.
- 7% of respondents disagreed that they are treated fairly regardless of disability.
- 7% of respondents disagreed that they are treated fairly regardless of gender or sexual orientation.
- 5% of respondents disagreed that they are treated fairly regardless of race.
- 6% of respondents disagreed that they are treated fairly regardless of religion or belief.

This information has been used to inform our equality outcomes.

Equality Outcomes

Equality Outcome 1: Employees work in a fair and inclusive environment

Basis

There are gaps in our equality data which mean it is difficult to identify areas of disadvantage faced by people with certain protected characteristics, for example pay gaps across the characteristics.

Focus groups with Equality Champions and our Employee Equality forum highlighted the need to raise awareness of equalities across the organisation.

Feedback from our Employee Opinion Survey indicated that some respondents feel that they are not treated fairly because of a protected characteristic.

Analysis of data shows that applicants who state they are disabled are less successful at interview than applicants who do not.

Activities

- We will hold employee focus groups to elicit further information on fairness at work with respect to protected characteristics.
- We will develop and launch a new Equality site on our intranet to provide advice and guidance to managers and employees on all the protected characteristics, as well as on rights and responsibilities at work.
- We will develop guidance on supporting employees related to specific characteristics e.g. guidance on supporting transgender workers.
- We will develop guidance on supporting employees.
- We will develop further guidance on managing and supporting disabled employees.
- We will consider any positive action measures which will assist underrepresented groups in the recruitment process. In identifying measures we will consult with our Employee Equality Forum, Equality Champions and Trades Unions.
- We will continue to roll out training on equality for all employees and to further mainstream equality into all courses.
- We will further develop role specific equality training.
- We will extend our workforce monitoring across protected characteristics to reduce gaps and enable us to identify any disadvantage to particular groups. We will also ensure that exit interviews are conducted for all employees and logged to capture any equality issues.

Success Measures

- An increase in the percentage of employees saying they receive fair treatment irrespective of protected characteristic.
- All employees having completed equality training delivered in a range of ways (face to face, on-line etc)
- The increased availability of data across all protected characteristics.

Equality Outcome 2: To maximise opportunities for young people to enter the workforce.

Basis

Youth employment is a key national priority, with the small percentage of employees recruited directly from school identified as a key issue.⁴⁸

Analysis of our workforce has identified that only 1% of our employees are under 18 and a further 6% aged 18 to 24.

The Council, as part of its strategic objectives, is committed to Maximising the Local Economy, a key part of which is increasing opportunities for young people to enter the workforce.

Activities

- We will consult with young people to identify any steps we can take to increase their employability.
- We will promote the Council as an employer of choice for young people.
- We will seek to widen occupational areas where we can offer Modern Apprenticeships.
- We will expand our work experience provision.
- We will review our recruitment advertising procedures to consider further use of Twitter and social media sites.
- We will work with and support local employers to enable young people to gain apprenticeships in job roles which the Council does not provide.

Success Measures

- An increase in young people being employed by South Ayrshire Council
- An increase in the number of young people taking part in work experience.
- An increase in the availability of modern apprenticeships.
- Young people evaluating employability programmes highly.

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http://www.ourskillsforce.co.uk/sites/default/files/Make%20Young%20People%20Your%20Business%20December%202012%20_small.pdf

Equality Outcome 3

To increase the representation of men and women in roles where gender segregation is evident.

Basis

- In common with many public sector employers, men and women are segregated into a range of roles within South Ayrshire Council. The Equal Opportunities Committee of the Scottish Government has identified occupational segregation as a key equality issue nationally.⁴⁹
- Focus groups with Human Resources Officers identified gender segregation as an issue in particular areas and the challenges of overcoming this.

Activities

- We will work with partners in Education to remove stereotypical views of occupations by gender.
- We will develop a range of positive action measures to encourage males and females into non-traditional roles. This may include publicity campaigns, careers events, amendments to our recruitment processes such as where and how we advertise posts.
- We will analyse the percentage of males and females applying for and being successful for roles where occupational segregation is prevalent.
- We will analyse the impact of our recruitment procedures for “segregated” roles to eliminate any disadvantage.
- We will work with services where occupational segregation is prevalent to identify any ways in which they can attract applications from the under-represented gender and dispel any stereotypical views of particular roles.
- We will review workplace facilities to identify issues such as the provision of male and female toilets.
- We will re-evaluate our youth employability strategy to include the promotion of non traditional roles. This may include work experience in a range of areas, rather than pupils electing one area such as care or green-keeping.
- We will work with partners such as the NHS and Police Force to gain information on best practice in reducing gender segregation.

Success Measures

- An increase in applications from underrepresented candidates.
- An increase in underrepresented candidates being successful at interview.

⁴⁹ <http://www.scottish.parliament.uk/parliamentarybusiness/CurrentCommittees/52317.aspx>

APPENDIX 4 - SOUTH AYRSHIRE LICENSING BOARD: EQUALITY OUTCOMES 2013

This section comprises the South Ayrshire Licensing Board Equality Outcomes 2013.

The South Ayrshire Licensing Board has prepared its Equality Outcomes in 2013 to meet its duties under the Equality Act 2010. The Scheme has been prepared in conjunction with South Ayrshire Council and makes reference to the Council Equality Outcomes in a number of places.

South Ayrshire Licensing Board

South Ayrshire Licensing Board comprises 8 members. They are all serving councillors of South Ayrshire Council and are appointed to the Board by the Council. All Councillors receive equality and diversity training as part of their training as councillors.

Employment Issues

The Board employs no staff, rather it is serviced by staff employed by South Ayrshire Council. For all employment matters, including the publication of the Equal Pay Statement, see the relevant section about employment contained in the South Ayrshire Council Equal Pay Statement which applies to staff serving the Board.

Functions of the Licensing Board

The Board processes licensing applications for both liquor and gambling. In relation to gambling the Board makes decisions relating to premises rather than individuals. A separate authority, the Gambling Commission deals with individual permits to work in the gambling industry. In connection with liquor licensing, the Board must decide if applicants are suitable persons to hold a licence. In making this decision the Board receive reports from Police Scotland who are also bound by their equality duties.

Similar to the arrangements for the Council's Education equality outcomes, the Licensing Board equality outcomes are an integral part of the Council's equality outcomes, but for compliance purposes they have been prepared for presentation as individual extracts. Overall responsibility for taking forward the activities and outputs will fall to the Head of Legal and Democratic Services.

Our Licensing Board outcomes 2013 – 2015 are:

- Improved opportunities for people to participate in shaping services.
- Increased provision of accessible and inclusive Council information and communication.

and the Licensing Board contributes to the following South Ayrshire Council Equality Outcomes

- Improved awareness of equality and diversity issues throughout the Council's employees.
- Increased Council leadership of equality and diversity issues in our community.

Impact Assessment, Business Planning, Monitoring and Reporting.

These issues are handled by staff from South Ayrshire Council, Resources, Governance and Organisation Directorate on behalf of the Board. The arrangements for these issues set out elsewhere in the Equality Strategy are in place in the Directorate and are applied to the work of the Board. For example, the Depute Clerk to the Licensing Board has been trained in the Council's Equality Impact Assessment Process as part of the equalities training on offer within the Council.

Monitoring issues in Licensing

The Board wishes to ensure that there is no discrimination in relation to applications. To address this it will introduce an equalities monitoring form as part of the licence application process to allow analysis of the protected characteristics of both applicants for licences and the granting of licences. This will allow the Board to identify if there are any issues relating to equality in the granting of licences and take further action if necessary. It will also ensure that the Board can provide information in the most appropriate formats at its meetings and in its publications e.g. at present the Board's Licensing Forum papers are available in large print.

APPENDIX 5 - STRATEGIC OVERVIEW OF COUNCIL FUNCTIONS & PROGRESS TOWARDS MEETING THE GENERAL EQUALITY DUTY

Note: The Education Authority Function progress towards mainstreaming progress is recorded in detail within the Equality and Diversity Strategy.

Evidence is available on all items shown below.

KEY: ED - eliminating discrimination Adv - advancing equality of opportunity FGR - fostering good relations.

Gathering Information across protected Characteristics	Duty
<p>Within the Community Care and Housing Service - Adult and Community Care information on the protected characteristics is gathered within the Single Shared Assessment. However, service provision is tailored to individual needs based on capability rather than disability.</p> <p>The Council's Research Officer conducted research on our local communities by protected characteristic and South Ayrshire Council equality themes, to provide an equalities profile as the basis of developing our Equality Outcomes. The data gathered on each protected characteristic was then discussed within workshop sessions of the South Ayrshire Equality and Diversity Forum and stakeholder representatives of each protected characteristic were asked to provide any further data that was available from their respective organisations.</p> <p>The employee recruitment process includes completion of an equal opportunities questionnaire which collects information across all protected characteristics. However, completion of the questionnaire is voluntary and therefore tends to be incomplete.</p>	<p>ED</p> <p>ED/AEO/FGR</p> <p>Employment</p>
Consultation and Engagement	
<p>Employee Surveys have been conducted and the 2012 Employee Survey contained specific equalities questions.</p> <ul style="list-style-type: none"> • I believe the Council provides a positive workplace environment for employees • I believe SAC treats me equally regardless of age • I believe SAC treats me equally regardless of disability • I believe SAC treats me equally regardless of gender or sexual orientation • I believe SAC treats me equally regardless of race • I believe SAC treats me equally regardless of religion or belief • I feel valued and respected as an employee. 	<p>ED/AEO</p> <p>Employment</p> <p>ED/AEO/FGR</p>

<p>Since 2010 the Council has been developing a strategic and sustainable consultation and engagement framework in line with the aims and objectives of the Council's Corporate Plan. The draft Strategy will be considered by Council in April 2013 and after approval will be available on the Council's website to provide more detailed information on how qualities is mainstreamed in the Council's consultation and engagement arrangements.</p> <p>The Council's Customer Services Strategy will ensure that community accessibility needs are better understood e.g. Listening to You is the Council's proactive approach to handling comments and complaints to show us where we are not achieving what people expect of us, and where we are failing to meet our own standards and thereby give us a chance to improve our service.</p> <p>Planning services have evening meetings to discuss service improvements including accessibility</p>	<p>ED/AEO/FGR</p>
<p>Equality Impact Assessment</p>	
<p>The Council's Panel Report Procedure requires each report within its Equalities Section to assert whether the policy or procedure requires an EIA and if so as a minimum the Summary of how the policy takes forward the three needs of the general equality duty is appended.</p> <p>Examples include:</p> <ul style="list-style-type: none"> Open Space Strategy Waste Management EIA, Disabled Parking EIA Comfort Scheme has considered access to public convenience issues. Housing Services Review EIA highlighted staffing issues 17th January 2012 - Review of Criminal Justice Structure Report 22nd November 2011 - Reconfiguring Early Years Services to Improve Early Intervention Support to Children & Families 22nd November 2011 - Appointment of Design Team for Council House & Children's Residential Unit Plans at Forehill Ayr 16th August 2011 - Provision of Modern Residential Child Care Accommodation 16th August 2011 - Review of Housing Options for Older People 14th June 2011 - Review of Housing Options for Older People 	<p>ED/AEO/FGR throughout as detailed within the summary of each EIA.</p> <p>Education</p> <p>Education</p> <p>Education / ED</p>

<p>13th March 2012 - Respite Care – Invoicing/Billing Arrangements 19th February 2013 – South Ayrshire Dementia Action Plan 2013-2016 6th November 2012 – Continuous Improvement of Early Intervention Support for Children and Families 4th September 2012 – South Ayrshire Carers Strategy 2012-2017 6th November 2012 – Housing Allocations Policy and Welfare Reform 2nd October 2012 – Masterplan for Lochside, Ayr 2nd October 2012 – South Ayrshire Strategic Local Programme (SLP) 13th March 2012 – Strategic Housing Investment Plan (SHIP) 2012/13-2014/15 4th September 2012 – Self Directed Support (this Leadership Panel report provides background information in relation to personalisation of care provision, which is relevant to equalities monitoring)</p> <p>Future EIAs with a target date of June 2013 include:</p> <ul style="list-style-type: none"> • Strategies for Mental Health, Learning Disabilities and Dementia, • Getting It Right for Every Child, • Corporate Parenting are also being developed outlining current and future demand • A review of the operation of OT services is also planned with a target date for completion of April 2014. For Education services • Revision of the current Anti-bullying Guidelines target date March 14 	
<p>Partnership Working and Partnership EIA</p>	
<p>Community Planning Alcohol and Drugs Partnership EIA completed using the Council’s EIA Template.</p> <p>The Council contributed to the development of outcomes within the “Towards a Mentally Flourishing Ayrshire and Arran” Strategy and have been taking forward agreed actions within the Ayrshire Equality Partnership</p> <p>In partnership with NHS Ayrshire and Arran, the Council participates in the Breast Feeding friendly scheme e.g. the provision and promotion of a breast feeding room within County Buildings</p> <p>Draft 10 Year Vision for Joint Services: Reshaping Care for Older People, 22nd January 2013</p>	<p>ED/AEO</p> <p>ED/AEO</p> <p>ED</p> <p>ED/AEO</p>

<p>Reporting Progress to Council</p>	
<p>Leadership Panel receives updates on equality SPI's e.g. gender segregation</p> <p>Audits are carried out within Social Work Services to ensure that eligibility criteria and assessments are carried out in a fair and equal manner.</p> <p>Self Evaluations are carried out as part of regulatory inspection process e.g. the self-evaluation report prepared by the Child Protection Committee for submission to the Care Inspectorate for their multi-agency inspection of services to protect children in 2012. This self-evaluation includes detail on action we are taking in relation to LGBT (Page 71).</p>	<p>ED/AEO for all items</p>
<p>Reporting Progress to Community and Staff</p>	
<p>A Care, Learning and Wellbeing Directorate Newsletter is published</p> <p>Tenants Newsletters are regularly produced</p> <p>Team Briefing is used to communicate corporate information</p> <p>The Council calendar provides information on and highlights progress on selected Council services</p>	<p>AEO/FGR for all items</p>
<p>Training – Employee and Elected Member</p>	
<p>Training for employees on equality and diversity is provided from induction training and then as part of PDR through the online facility - COAST or bespoke programmes where COAST is not suitable. Equality training course titles & completion rates by the end of 2012 were as follows:</p> <ul style="list-style-type: none"> • Equalities for Employees – 253 employees have completed. • Bespoke programmes – Neighbourhood Services, Community Development, Education, Corporate Services etc – 359 • Managing Equalities – 58 managers have completed. • Equality Impact Assessment Training – 50 managers have completed. • Visual Impairment Awareness Training – 40 managers and staff completed introductory training which was delivered by “Visibility” a visual impairment voluntary organisation, and follow-up training was arranged for the Customer Services Team. 	<p>ED/AEO/FGR</p>

<p>In addition, 993 managers attended a range of management essentials courses (Discipline, Grievance, Maximising Attendance) which are all underpinned by Equalities legislation. Bespoke training programmes, including Equalities are ongoing in Leisure, Facilities and Corporate Services .Work is on-going between HR&OD to organise further bespoke programmes in areas such as Home Care. Elected members have their training needs discussed upon election to office and receive regular updates e.g. Equality Act Briefings and EIA procedure training.</p> <p>All Head teachers have been trained in Equalities for onward dissemination to schools teaching staff Head teachers are required to deliver annual Child Protection training – to ensure that they are fully aware of their role and responsibilities GIRFEC training is also provided to all teaching staff There is a programme of service specific training on GIRFEC and child protection that individual staff can participate in depending on their own particular role.</p>	
<p>Equality Champions</p>	
<p>Equality Champions from each Directorate meet quarterly and in addition to equality training at each meeting there are regular updates and presentations on the Equality Act/ General Duty and Specific Duties.</p>	<p>ED/AEO/FGR</p>
<p>Good Practice</p>	
<p>“Women in Focus” Programme for women offenders has achieved a reduction in offending and the number of Breaches</p> <p>Planning and Building Standards staff go out to meet with individuals to discuss their accessibility needs to ensure proposed work is properly planned and requirements are fully understood</p> <p>Accident Investigation Procedures: Staff who have had vehicle accidents are monitored by Occupational Health Services as part of a Health and wellbeing heart attack prevention pilot. Aids and Adaptation Service specifically supports disabled and older people</p> <p>The Care Inspectorate’s most recent scrutiny report of social work from November 2012 details 3 good practice examples which are relevant to equalities/protected characteristics: Criminal Justice Service – Women’s Mentoring Service South Ayrshire Enablement Service - Children and Families Disability Team: A – Team Kid – Z</p>	<p>ED/AEO/FGR</p> <p>ED/FGR</p> <p>Health & Wellbeing Theme/FGR</p> <p>ED/AEO/FGR</p>

Based on the evidence provided to the Care Inspectorate for their inspection, they indicated the following in relation to Equalities and Human Rights within their report:

Overall, we had no significant concerns about equality, human rights and exclusion in social work services. There was a clear commitment at corporate level and the council had plans to implement an equality and diversity strategy following the May 2012 elections and introduce equalities champions. There were equality forums for external stakeholders and employees.

The equalities agenda had a higher profile at a corporate level than in social work itself although social work services carried out equality impact assessments in appropriate instances. In most of the applicable case files we read, we considered that the services had tried to overcome any potential barriers the person using the service might face, such as communication issues, disability, exclusion, language, etc. Staff recorded ethnicity in most files we read.

Good practice submissions which have relevance to equalities that we have developed for specific awards include:

- Care Accolades 2013 – Reshaping Care for Older People – Public Facing Engagement Resources
- Care Accolades 2012 – Falls Prevention in South Ayrshire (involves OT, Housing, Aids and Adaptations Team and Health).
- Care Accolades 2012 – Acute Service Worker
- APSE Awards 2012 – Enablement
- COSLA Awards 2013 – Dyslexia Friendly Schools
- COSLA Awards 2013 – Acute In-Patient Link Worker
- COSLA Awards 2012 – Tackling Inequalities and Improving Health

ED/AEO/FGR

APPENDIX 6 – EXAMPLE OF SCHOOL OPPORTUNITIES FOR ALL REPORT

School A - Opportunities For All Visit, 1st March 2013.

School A is a comprehensive school which serves a socially mixed catchment area in Town B. 18% of pupils are in the poorest twenty percent of Scottish data zones. The school receives numerous placing requests annually. The current roll is 790.

Distinctive features of the school are a strong commitment to self evaluation, outstanding leadership at all levels, diligent and caring staff who know the young people very well as learners and individuals, engaged and engaging young people whose voices are heard and respected, improvements in attainment and achievement particularly for all learners in S4, an inclusive ethos where learners with additional barriers to learning experience success, a determined focus on developing the whole child across the four contexts of learning and very good progress in implementing Curriculum for Excellence.

The highly skilled and dedicated integrated pupil support team provide well planned and targeted support to ensure all young people make very good progress in their learning. The needs of young people with additional support needs are very well met through impressive flexible curriculum arrangements including Access 3 and ASDAN. All learners have opportunities to undertake tasks and activities appropriate to their needs.

Staff are proactive in identifying needs which may hinder learning and provide appropriate support. Staff work very closely with a wide range of partners to meet the needs of individual learners. Staff are commendably equipping young people with the skills, knowledge and confidence to support young people who are lesbian, gay, bi-sexual and transgendered. Very good CPD opportunities are provided annually for staff in supporting learners who experience barriers to learning. There is a six year trend of reductions in exclusions and unauthorised absences as well as improvements to attendance. The progress of young people in alternative provision is appropriately monitored.

Almost all pupils in School A report that the school is helping them to become more confident individuals, successful learners, responsible citizens and effective contributors. They learn and achieve very well in a caring and respectful ethos built on positive relationships between staff and pupils. There is a calm, purposeful and stimulating climate for learning in classes and around the school. Learners are motivated and engaged and are aware of their progress as learners. The views of learners influence improvement planning. Pupils feel that their views are taken seriously and that they contribute to improving the quality of their learning and their school through a variety of methods.

The school has developed a range of robust approaches including involving all learners in profiling their progress and supporting them to take more responsibility for achieving their targets which has led to significant improvements in attainment. Young people from S1 to S3 are making very good progress across their broad general education. In 2012 by the end of S2, School A pupils, assessed through personalised adaptive assessments, perform above national patterns in reading, mathematics and science.

There is a six year trend of improvement in English and Mathematics @ level 3 in S4 and 5@3 shows a similar pattern which puts School A in the top quartile for comparator schools. Performance for 5@4 and 5@5 in 2012 was in line with the top 25% of comparator schools. There is a four year trend of improvement in 5@6 in S5 where attainment is in line with the middle 50% of comparator schools. There are four year trends of improvement in English / Mathematics at level 3 and in 1@7 and 5@6 in S6. Learners with additional support needs, including dyslexia, receive very good support in school and in transitions from primary school and to college and work. 43% of MCMC pupils achieved

5@4 and one looked after young person achieved 5@5 last session. All S4 leavers achieved positive destinations last session.

Learners have wide and varied improving opportunities to develop their four capacities through opportunities which promote personal achievement within the four contexts of the curriculum. School A pupils have secured two Eco-School Green Flags, secured and sustained Fair Trade School status and achieved the Cycling Friendly School Award with distinction. Quality work is currently underway to achieve accreditation as a Rights Respecting School and a Dyslexia Friendly School. Vulnerable learners can achieve the bronze and silver ASDAN Award, Sports' Leader Awards and the Duke of Edinburgh Award in S3/4. S2 pupils are working with the Ark and Active Schools to achieve an SQA personal development award. The school supports young people from across the school to achieve in a wide range of awards and very effective wider achievement practice has been developed in partnership with CLD to support vulnerable learners.

An MCMC policy has been developed and is valued by all staff, a whole school approach to tracking and monitoring is in place and staff are well placed to support judicious interventions which meet young people's needs. Additional funding is used imaginatively to improve learners' experiences. School A leads a skilled and committed MCMC partnership which has successfully developed a range of activities to support young people into positive destinations.

Partnership planning for transitions for vulnerable young people begins early. The school and its partners have worked to develop outstanding individualised support and learning packages for those young people identified as most in need. Groupwork programmes have been developed in partnership with CLD, STEP, SDS, Active Schools and The Ark and offer young people opportunities for achievement and accreditation through a range of awards including Duke of Edinburgh, Sports' Leader and ASDAN. The percentage of young people entering a positive post school destination has improved in each of the last 3 years and is now above both the authority and national rate. The school has benefited hugely from the commitment of workers from SDS, STEP and CLD to track and engage with young people who have disengaged from learning.

Partners are fully involved in self evaluation activities to identify strengths and areas for improvement. The MCMC action plan gives sufficient emphasis to improving outcomes for young people who require additional support. The depute headteacher, who provides inspiring, supportive and purposeful leadership, is highly respected by staff, partners and young people. The MCMC partnership provides a variety of well planned opportunities for young people to gain skills for learning life and work.

The quality of provision for young people requiring more choices and more chances is superb. Outstanding partnership contributions enhance the curriculum and young people's learning and achievement. Partners support the school to meet pupils' learning needs. School A's striking culture of self evaluation cultivates excellence and has led to significant improvements in learning, teaching and young people's attainment and achievement.

APPENDIX 7 – EXAMPLE OF PUPIL SURVEY REPORT

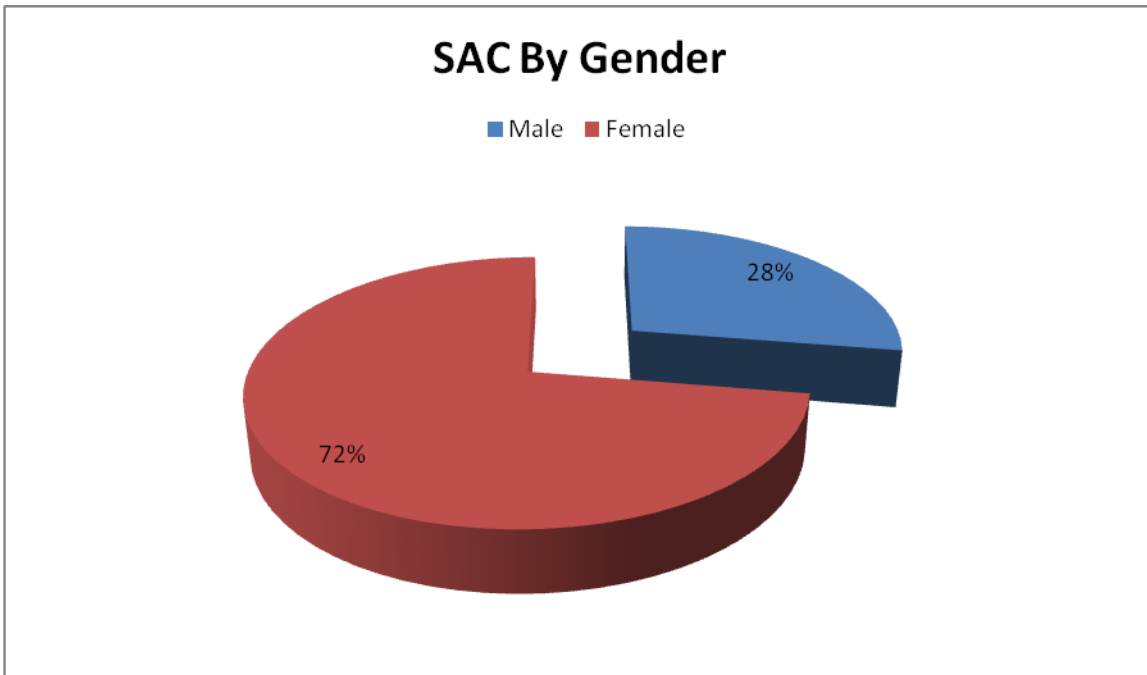
Pupil Survey 2012/13 - School A

105 pupils completed the survey

	Statement	Agree	Disagree
1	The school is helping me to become more confident	97.1%	2.9%
2	I enjoy learning at school	93.3%	6.7%
3	I am becoming more successful as a learner	96.2%	3.8%
4	I get help to make my work better when I need it	91.4%	8.6%
5	I am asked about how to improve the school	64.8%	35.2%
6	I have responsibility for my own work in class	97.1%	2.9%
7	Staff treat me fairly and with respect	96.2%	3.8%
8	Pupils treat me fairly and with respect	66.7%	33.3%
9	I have the opportunity to work in groups	98.1%	1.9%
10	I feel safe and cared for in school	87.6%	12.4%
11	I feel safe in my community	91.3%	8.7%
12	I know what to do if I'm worried about my own safety or protection	93.3%	6.7%
13	I know what to do if I'm worried about someone else's safety or protection	92.4%	7.6%
14	The staff are good at making sure pupils behave properly	79%	21%
15	The staff are good at dealing with bullying	76.2%	23.8%
16	The pupil council helps to make the school better	82.9%	17.1%
17	The pupil council tells me what they are doing	39%	61%
18	I take part in activities and clubs near my home	79%	21%
19	The school is helping me to become more responsible and make good choices and decisions	98.1%	1.9%
20	I am encouraged to help my school and community	85.7%	14.3%
21	How do you usually travel to school in the morning?	Walk	13.3%
		School Bus	22.9%
		Taxi	1.9%
		Service Bus	6.7%
		Cycle	1.0%
		Car	53.3%
		Other	1.0%
22	If you usually travel to school using a school bus/taxi, the service provided is good	Agree 55.2%	Disagree 44.8%

APPENDIX 8: WORKFORCE PROFILE DATA

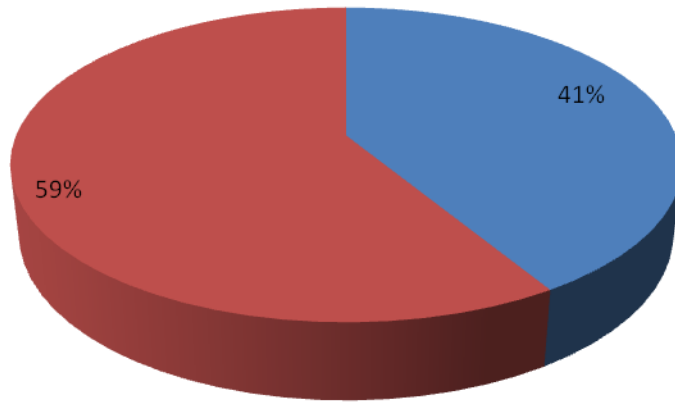
Gender



Workforce Profile Data Gender

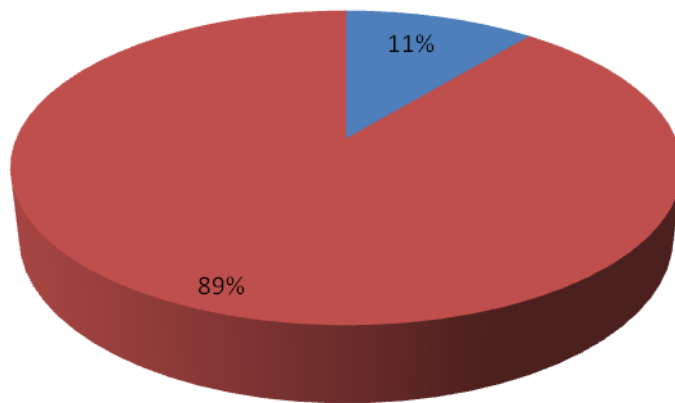
Full Time Employees By Gender

■ Male ■ Female

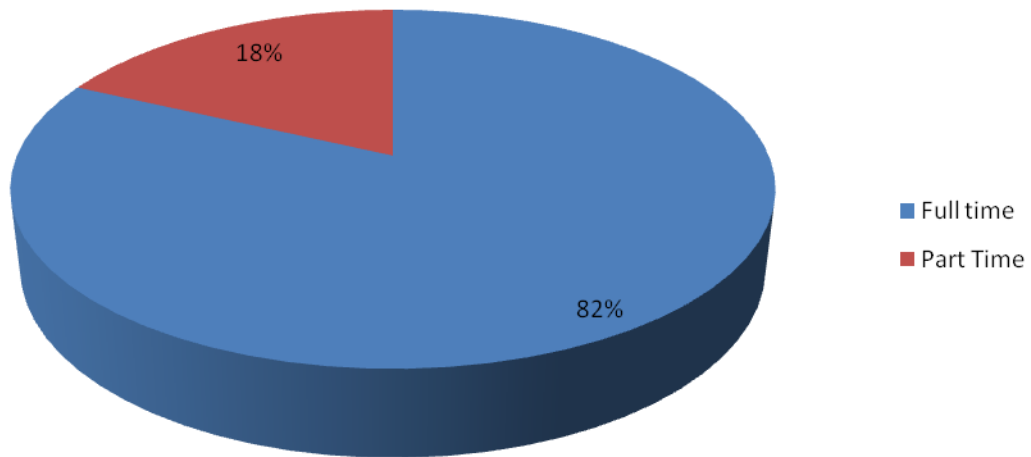


Part Time Employees By Gender

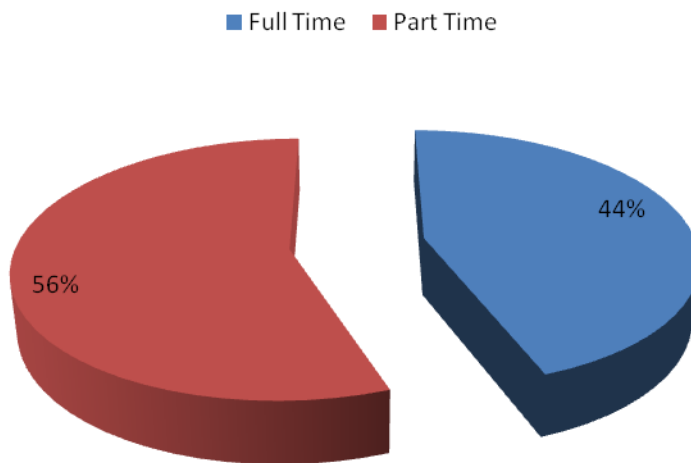
■ Male ■ Female



Male Employees By Working Pattern



Female Employees By Working Pattern



Workforce Profile Data Gender

Applications for Employment By Gender

Gender	Percentage of Total Applications	Percentage of Total Selected For Interview	Percentage of Total Successful Appointments
Male	34%	32%	29.4%
Female	65%	67%	69.7%
Prefer not to say	0.05%	0.1%	0%
Blank	0.5%	0.8%	0.9%
Unknown	0.07%	0.1%	0.1%

Leavers By Gender

Reason For Leaving	Total	Male	Female
Deceased	1%	29%	71%
Dismissal	2%	33%	67%
End of Contract	30%	47%	53%
End of Temp Contract (Funding Ceased)	4%	81%	19%
End of Temp Contract (Post holder returned to work)	0.3%	0%	100%
Resigned	34%	43%	57%
Retiral (Efficiency)	4%	50%	50%
Retiral (Ill Health)	2%	9%	91%
Retiral (Option)	16.7%	35%	65%
Voluntary Retiral	1%	17%	83%
Voluntary Severance	3%	74%	26%
Unknown	2%	36%	64%

Workforce Profile Data Gender

Reasons For Grievance By Gender

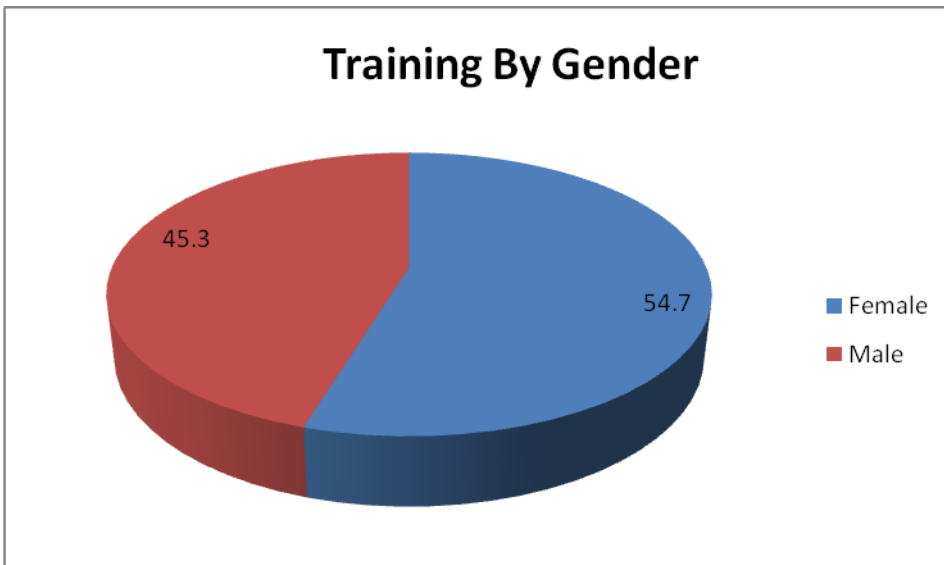
Reason For Grievance	Total	MALE	FEMALE
Terms and Conditions	47%	89%	11%
Managing Relationships	16%	66%	34%
Pay	37%	71%	29%

Disciplines By Gender

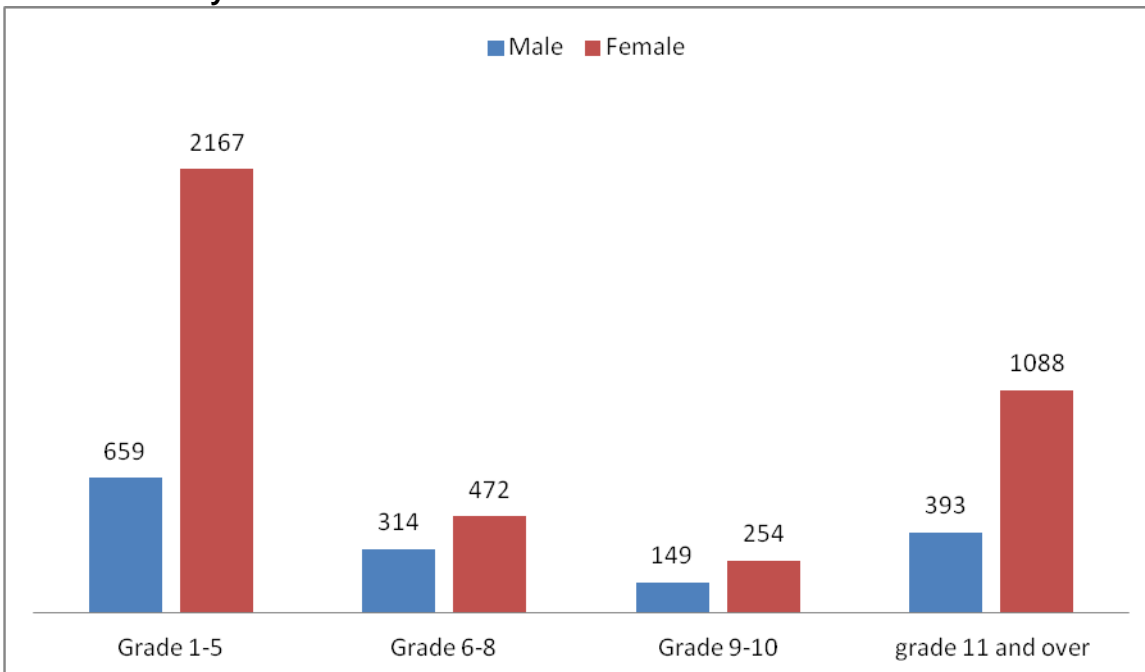
Reason For Discipline	Total	Male	Female
ALL	37	70%	30%
Attendance Management	18 (3 of which resulted in dismissal)	61%	39%
Employee Conduct	10 (2 of which resulted in dismissal)	70%	30%
Health & Safety	1	100%	0%
Performance Management	8	88%	12%

Workforce Profile Data Gender

Attendance At Training By Gender



Gender and Pay

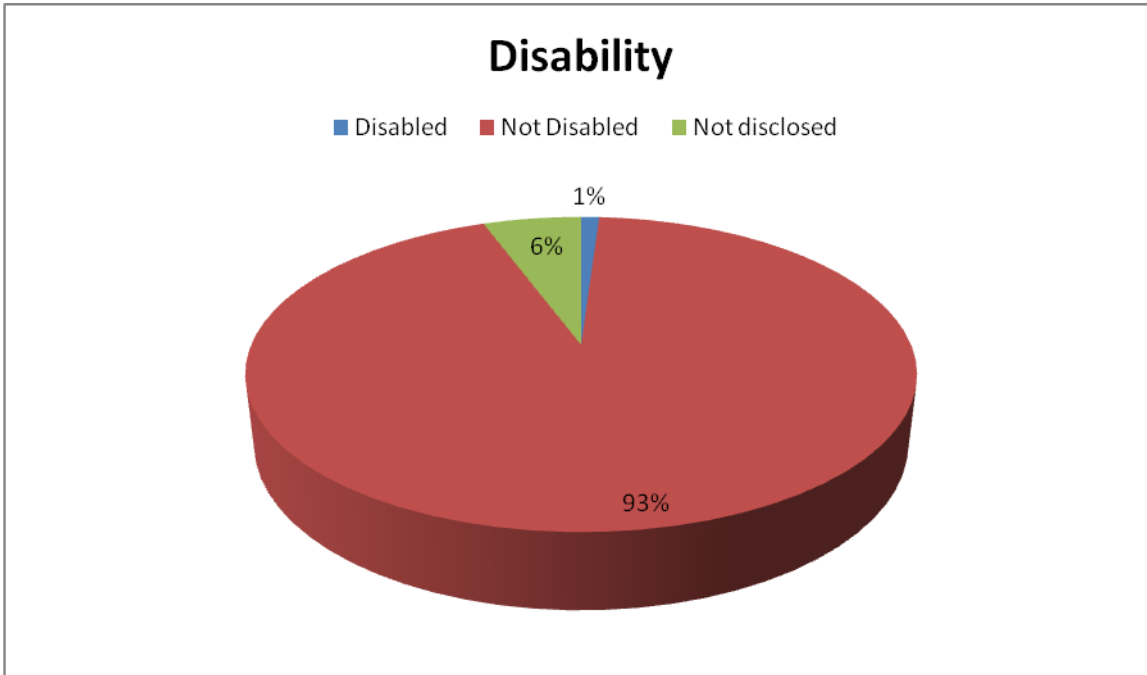


**Workforce Profile Data
Gender**

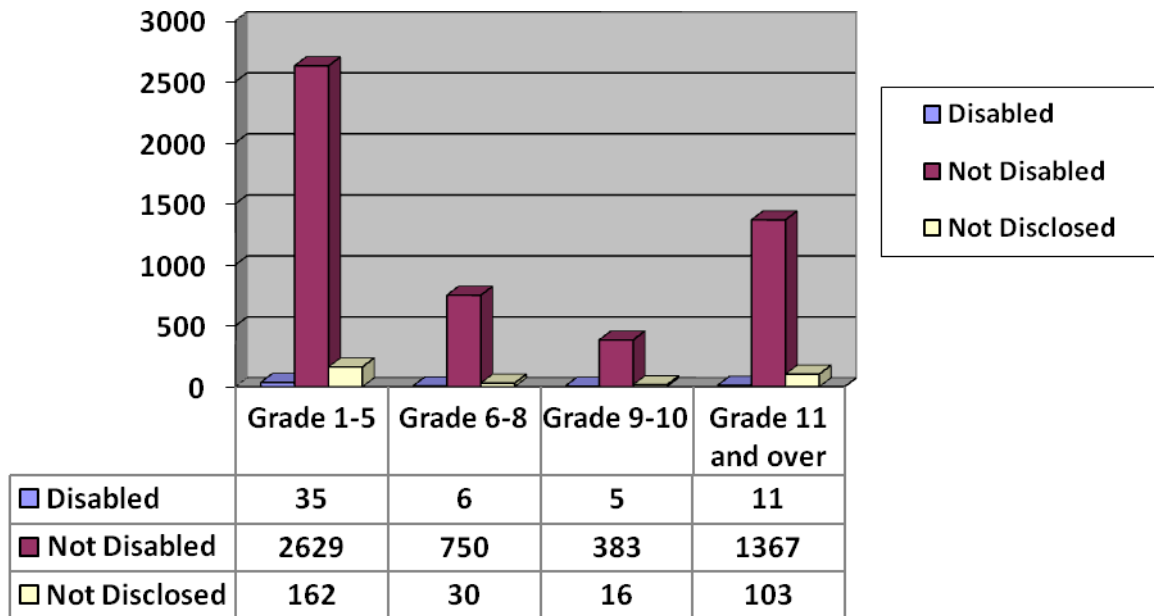
Occupational Segregation By Grade

Pay Grade	% Male	% Female
All Grades	27.57%	72.43%
Grades 1-5	23.3 %	76.7%
Grades 6-8	40%	60%
Grades 9-10	37%	63%
Grade 11 and above	27%	73%

Workforce Profile Data Disability



Disability and Pay



**Workforce Profile Data
Disability**

Applications For Employment By Disability

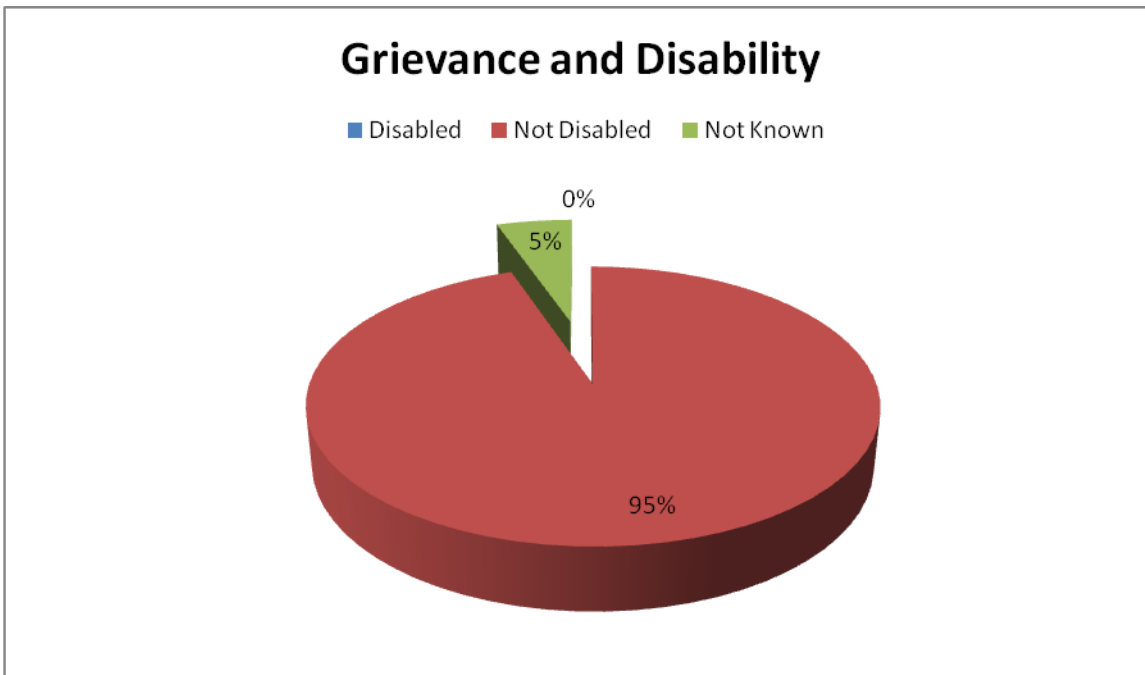
Disability	Percentage of Applications	Percentage of Total Selected For Interview	Percentage of Total Successful Appointments
Disabled	3.6	3.7	2.5
Not disabled	83.8	78	85
Prefer Not To Say	0.4	0.6	0.7
Blanks	12.3	17	11.8

Applications From Disabled Applicants By Disability Impairment

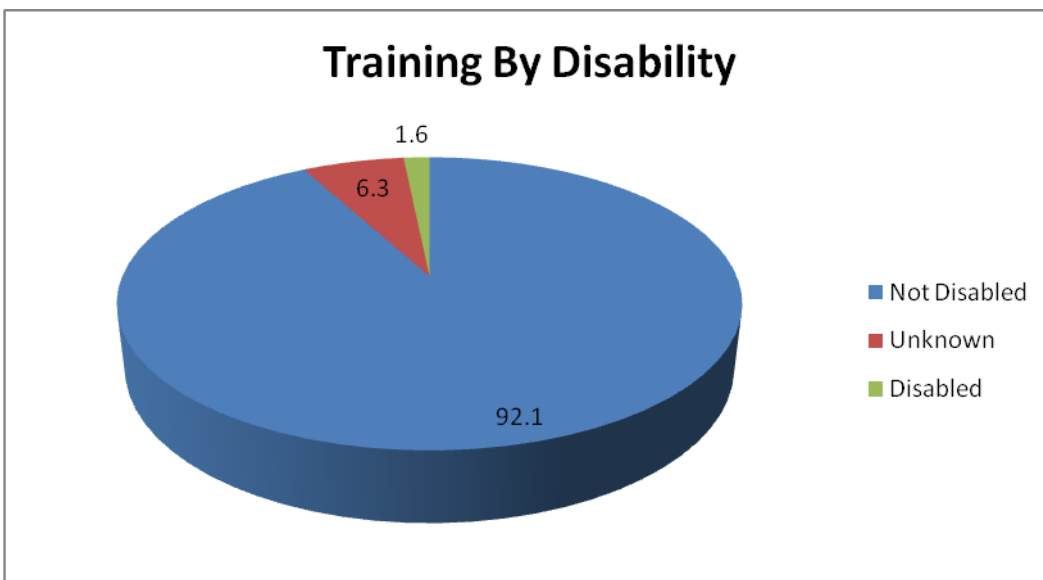
Disability Impairment	Percentage of Disabled Applicants	Percentage of Total Disabled Applicants Selected For Interview	Percentage of Total Disabled Applicants Successful Appointments
Learning Disability	1.2	1.4	1.1
Longstanding Illness	1.7	1.4	1.1
Mental Health Condition	0.4	0.8	0.4
Physical Impairment	0.4	0.4	0.2
Sensory Impairment	0.3	0.4	0.1
Other	0.3	0.2	0.1
Prefer not to answer	0.8	0.8	0.9
Unknown	94.5	94	95
Blanks	0.5	1.1	0.9

Workforce Profile Data Disability

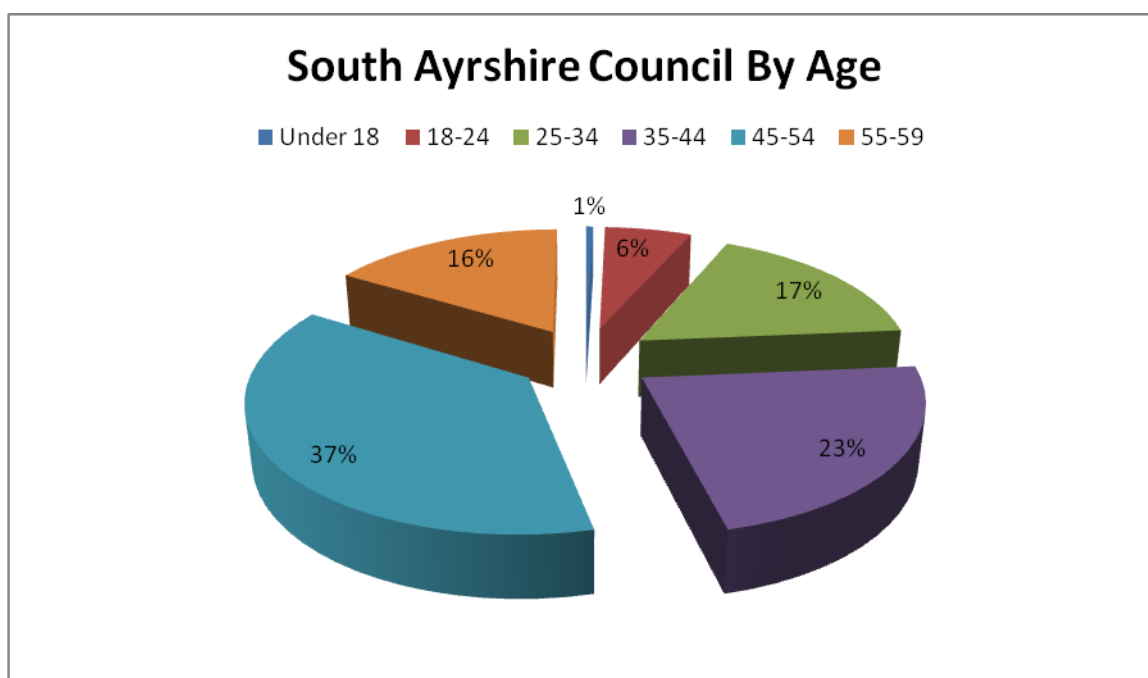
Grievance and Disability



Attendance At Training and Disability



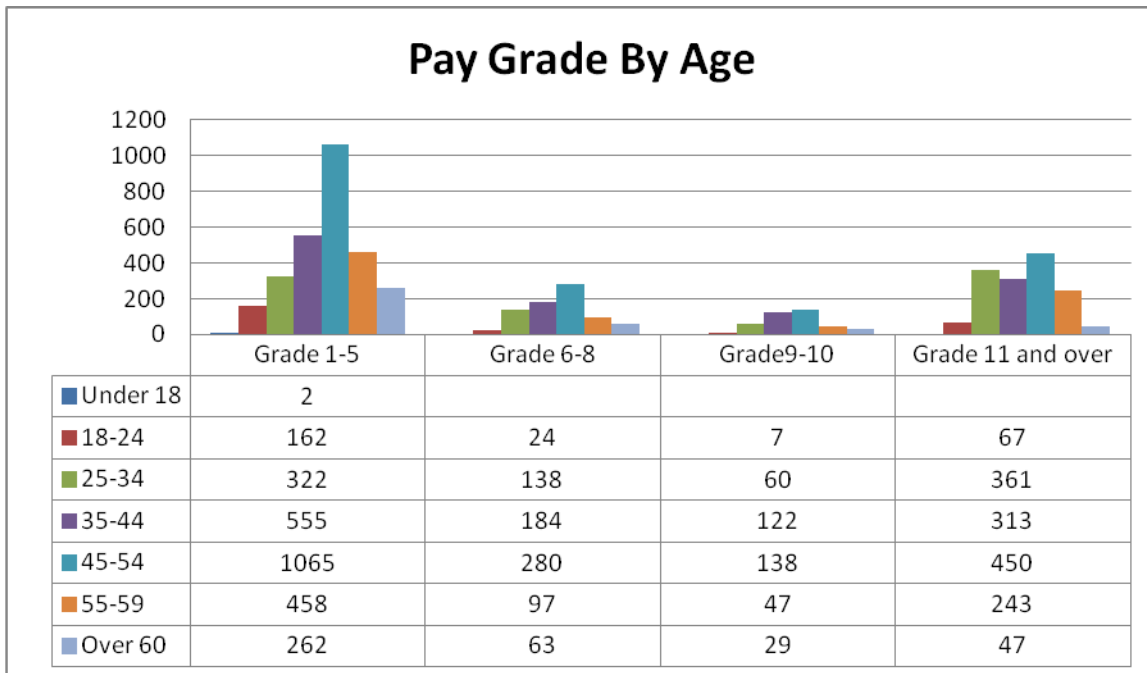
Workforce Profile Data Age



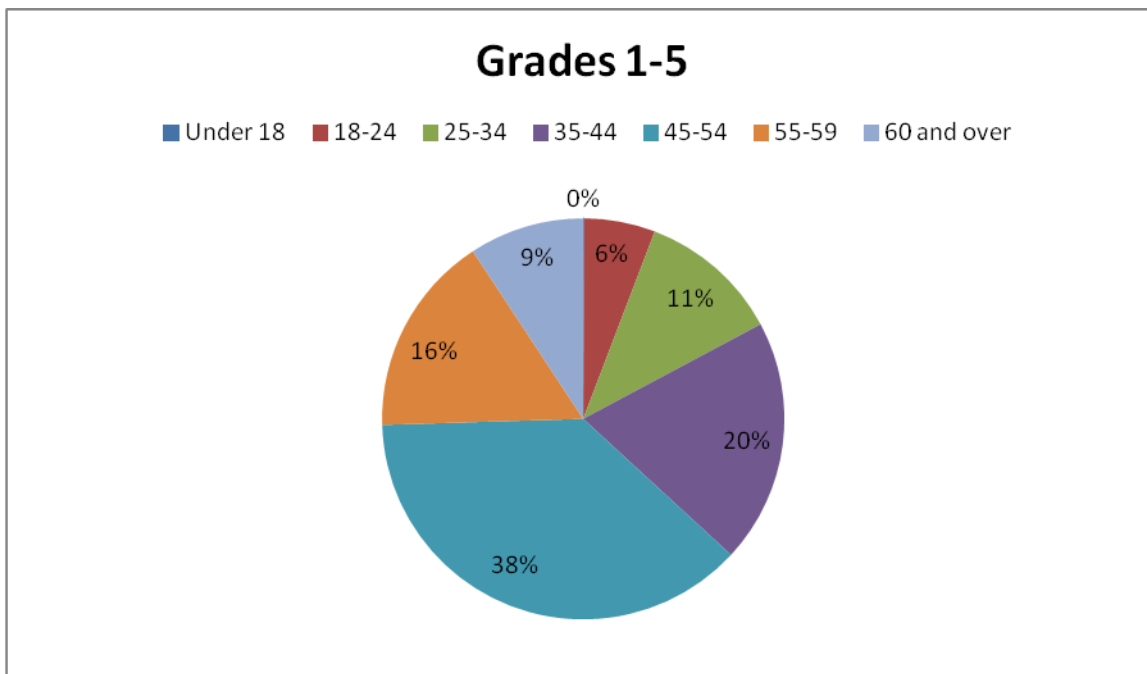
Applications By Employment By Year of Birth

Year of Birth	Percentage of Applications	Percentage of Total Selected For Interview	Percentage of Total Successful Appointments
1995 and after	1.6%	2.3%	1.9%
1994-1988	23.6%	22%	22.2%
1987-1978	32.4%	28.2%	30.8%
1977-1968	18.3%	19%	18.3%
1967-1958	14.8%	16.1%	17.3%
1957-1953	4.9%	4.6	4.6%
1952 and before	1.5%	1.8	2.6%
Blanks	2.8%	6	2.2%

Workforce Profile Data Age



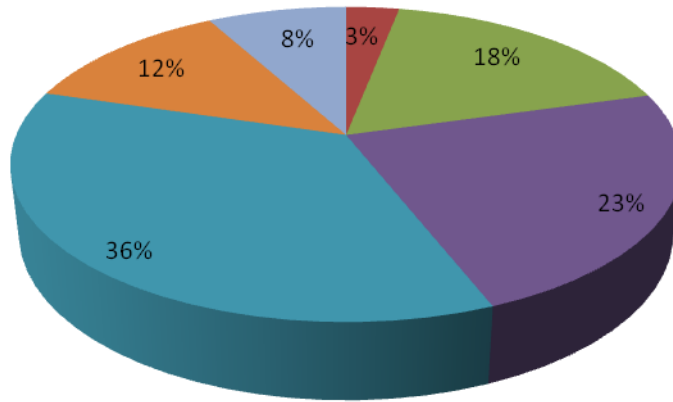
- *This does not include Modern Apprentices*



Workforce Profile Data Age

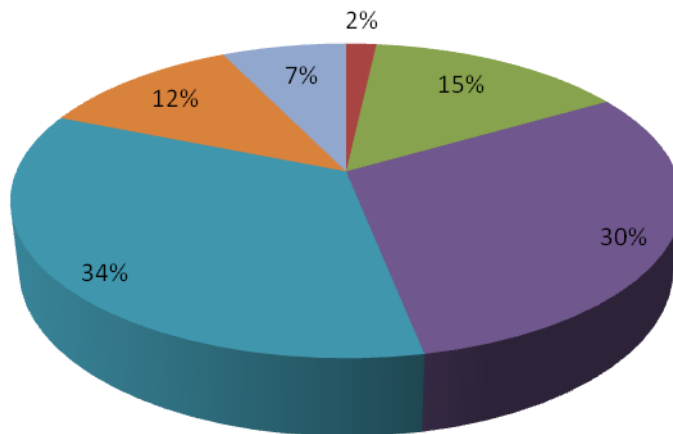
Grades 6 - 8

■ Under 18 ■ 18-24 ■ 25-34 ■ 35-44 ■ 45-54 ■ 55-59 ■ over 60

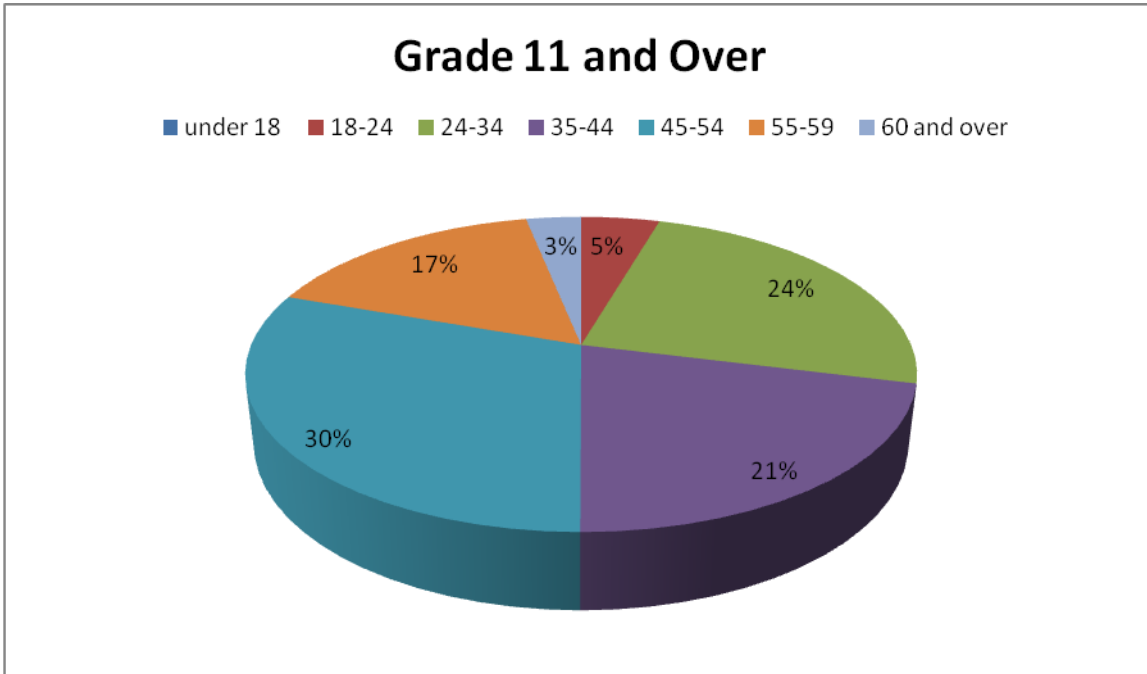


Grades 9-10

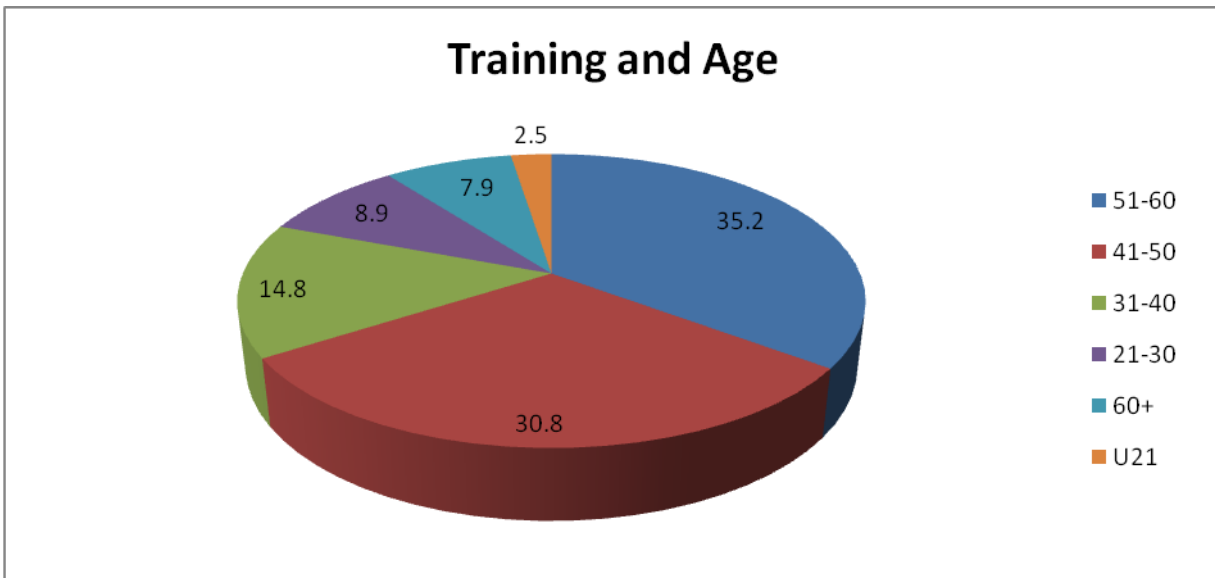
■ Under18 ■ 18-24 ■ 25-34 ■ 35-44 ■ 45-54 ■ 54-59 ■ 60 and over



Workforce Profile Data Age

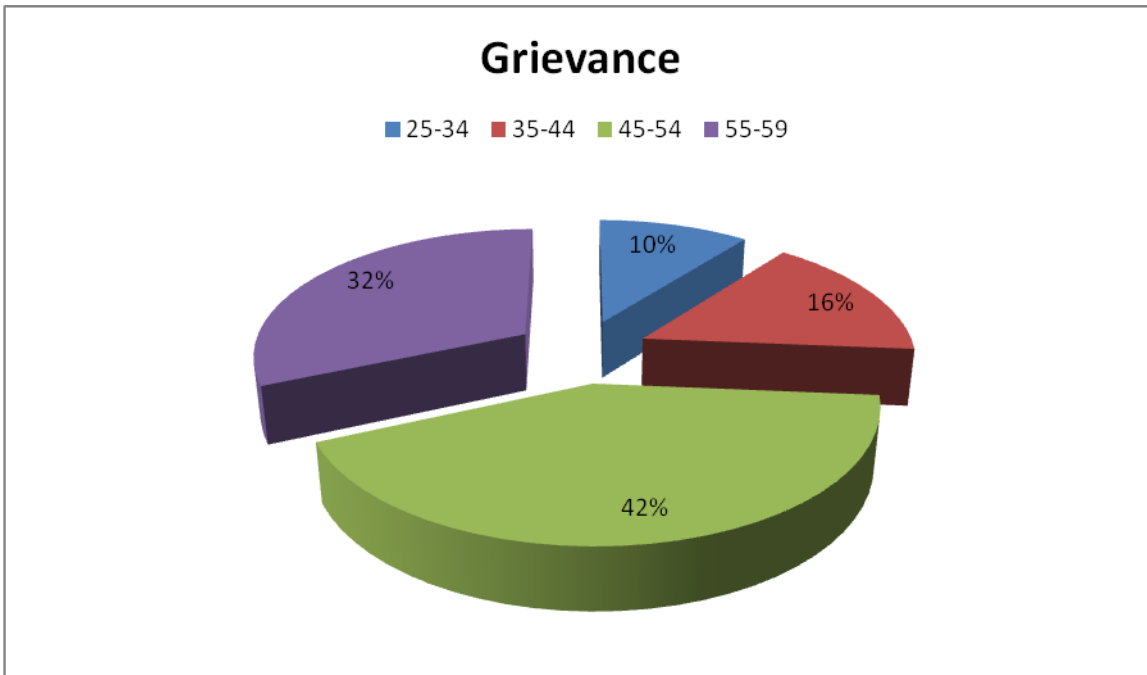


Attendance At Training By Age

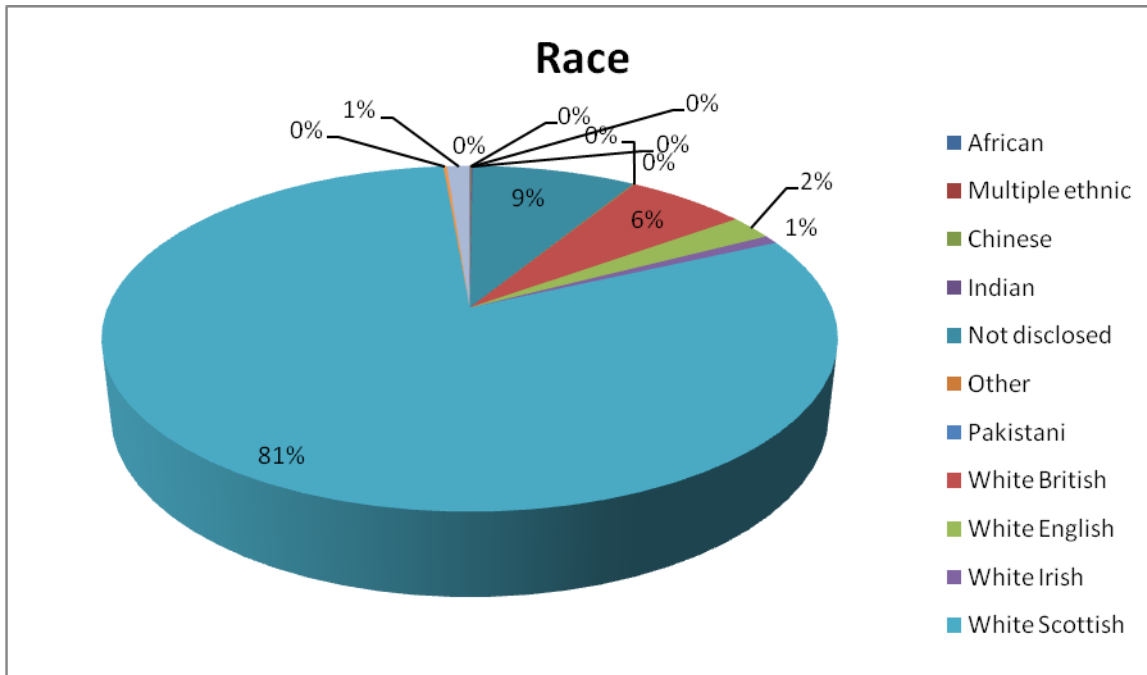


Workforce Profile Data Age

Grievance and Age



Workforce Profile South Ayrshire Council by Race



Applications By Employment By National Identity

National Identity	Percentage of Applications	Percentage of Total Selected For Interview	Percentage of Total Successful Appointments
Scottish	76.9	73.4	75.3
English	2.6	2.8	2.2
Welsh	0.1	0	0.1
Northern Irish	0.6	0.7	1
British	14.5	15	17.5
Prefer not to answer	0.1	0.2	0.2
Other	2.4	1.8	1.6
Unknown	2.3	5.2	1.2
Blanks	0.5	0.8	0.9

Workforce Profile

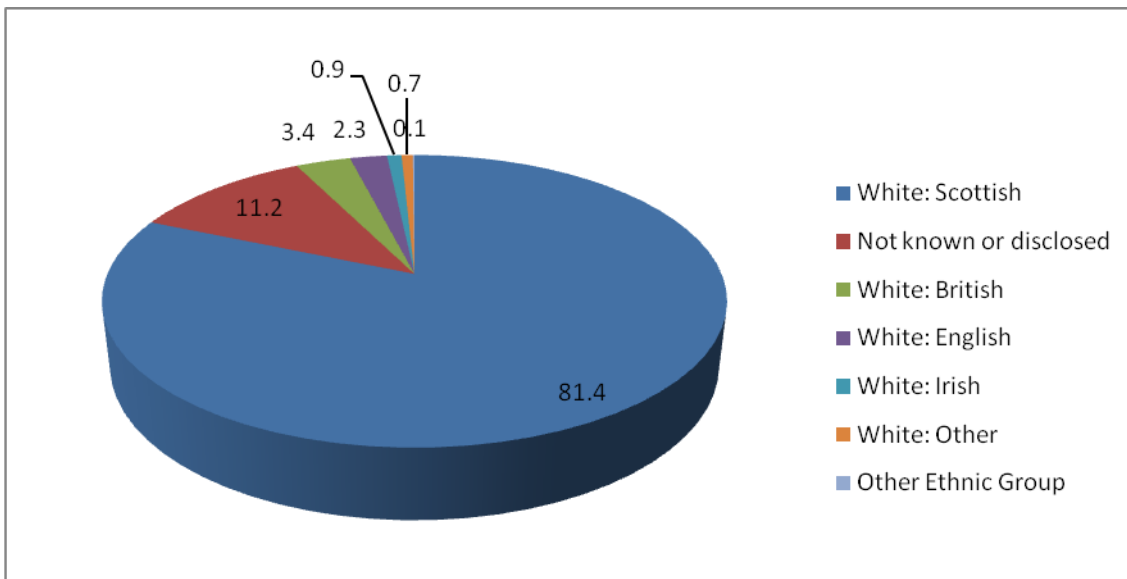
South Ayrshire Council by Race

Applications By Employment By Race

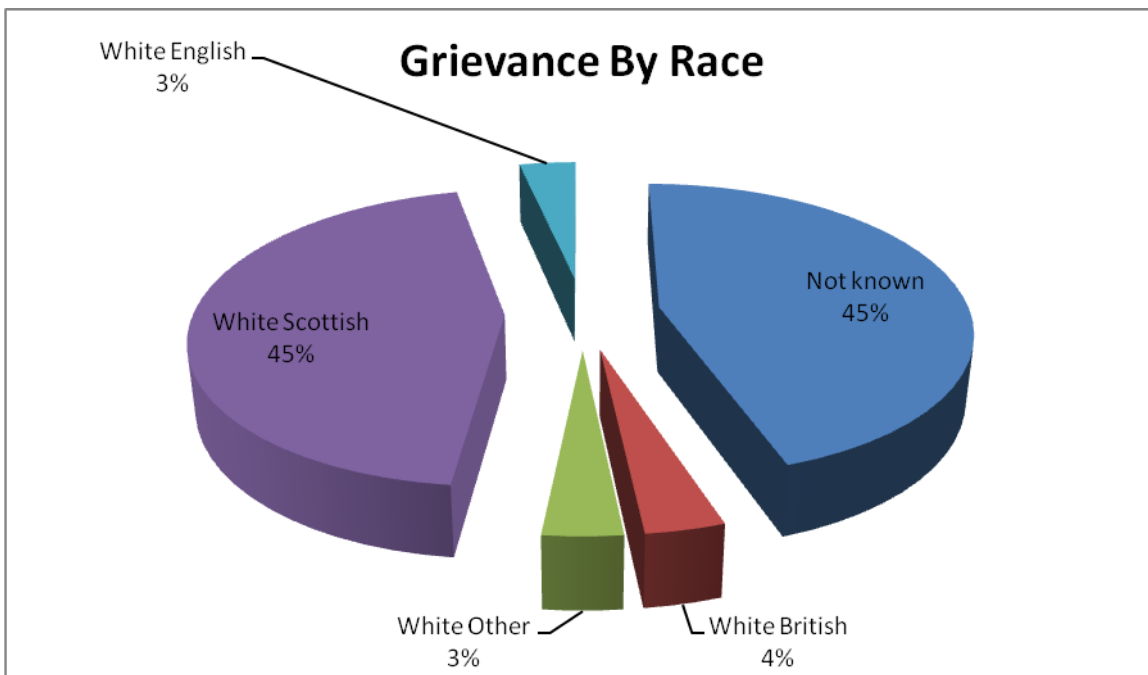
Ethnic Group	Percentage of Applications	Percentage of Total Selected For Interview	Percentage of Total Successful Appointments
White-Scottish	88.1	87.4	88
White-other British	6.9	7.5	7
White-Irish	1	0.8	0.8
White-Gypsy/Traveller	0	0	0
White – Eastern European	0.3	0.2	0.1
White – other white ethnic group	0.8	0.7	0.7
Mixed or multiple	0.2	0.3	0.2
Asian – Pakistani (inc Scottish/British)	0.2	0.008	0.1
Asian-Indian (inc Scottish/British)	0.3	0.4	0.6
Asian-Bangladeshi (inc Scottish/British)	0	0	0
Asian-Chinese (inc Scottish/British)	0	0.1	0
Asian – other (inc Scottish/British)	0.1	0.2	0.2
African (inc Scottish/British)	0.1	0	0
African-other	0.1	0.02	0
Caribbean (inc Scottish/British)	0.04	0	0.1
Black (inc Scottish/British)	0.06	0.08	0
Caribbean or Black (other)		0	0
Other-Arab (inc Scottish/British)	0.04	0	0
Other	0.3	0.5	0.4
Prefer not to answer	0.2	0.2	0.4
Unknown	1	1.4	1.5

**Workforce Profile
South Ayrshire Council by Race**

Attendance At Training By Race



Racial breakdown of Employees Who Raised Grievances



**Workforce Profile
South Ayrshire Council by Transgender**

Applications For Employment By Transgender

Transgender or Transperson	Percentage of Applications	Percentage of Total Selected For Interview	Percentage of Total Successful Appointments
Yes	0.2%	0.2%	0.1%
No	97%	93.9%	97.9%
Prefer not to say	0.2%	0.1%	0.1%
Blanks	0.5%	0.8%	0.8%
Unknown	0.7%	0.8%	0.5%
Filed not compatible*	1.6%	4.3%	0.6%

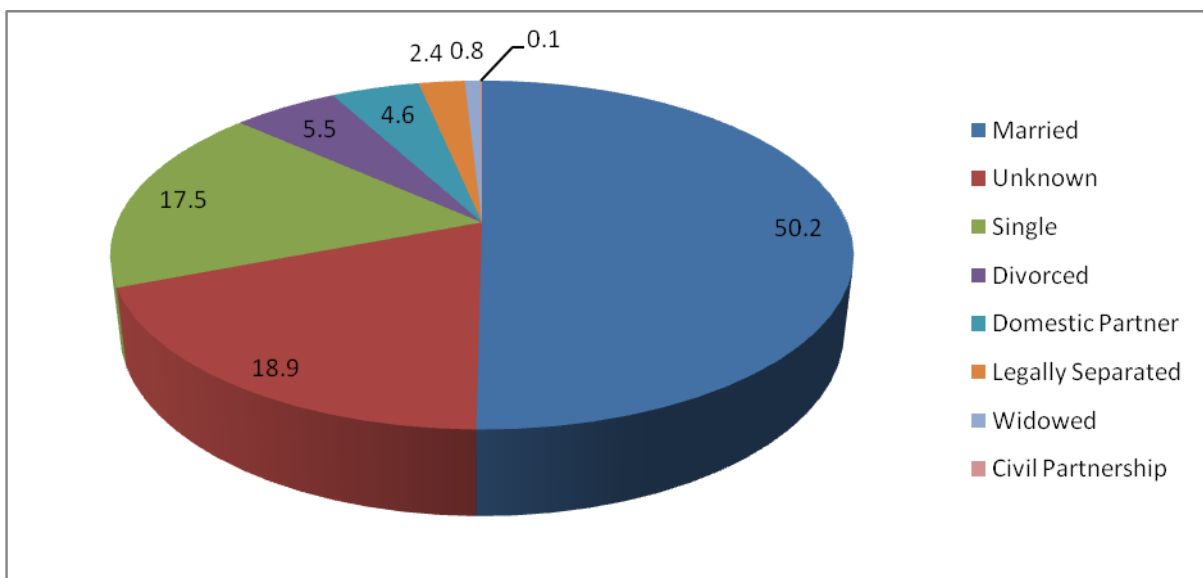
** Within the transgender person or transperson section of this report there is a field called 'Fields not compatible'. When myjobsupport have been migrating data from the equal opportunities forms the old options have migrated across to populate, in some cases, the new option fields which do not tie in. Therefore, information has been mismatched. This has been raised with myjobsupport.*

Workforce Profile South Ayrshire Council by Marital Status

Applications By Employment By Marital Status

Marital Status	Percentage of Applications	Percentage of Total Selected For Interview	Percentage of Total Successful Appointments
Single	46.3%	43.8%	43.8%
Married/ Civil Partnership	32.9%	35.3%	34.8%
Widowed	0.3%	0.02%	0.5%
Living With partner	12.2%	11.4%	13%
Divorced/ Separated	5.6%	6.5%	5.7%
Prefer not to answer	1%	0.8%	0.6%
Unknown	1.2%	1.2%	0.8%
Blanks	0.5%	0.8%	0.8%

Attendance At Internal Training By Marital Status



Workforce Profile

South Ayrshire Council by Caring Responsibility

Applications For Employment By Caring Responsibility

Caring Responsibilities	Percentage of Applications	Percentage of Total Selected For Interview	Percentage of Total Successful Appointments
Yes (children under 18)	26.8%	30.4%	31%
Yes, other	1.1%	1.3%	1.3%
No	64.6%	60.4%	62.3%
Prefer not to answer	0.8%	0.6%	0.2%
Blanks	0.5%	0.8%	0.8%
Unknown	6.3%	7.4%	4.1%

**Workforce Profile
South Ayrshire Council by Religion or Belief**

Applications By Employment By Religion or Belief

Religion or Belief	Percentage of Applications	Percentage of Total Selected For Interview	Percentage of Total Successful Appointments
Buddhist	0.2%	0.2%	0%
Church of Scotland	33.8%	32.1%	34%
Hindu	0.2%	0.3%	0.2%
Humanist	0.3%	0.3%	0.4%
Jewish	0.1%	0.08%	0.1%
Muslim	0.3%	0.08%	0.2%
None	36.7%	36.8%	37.6%
Other Christian	6.9%	5.7%	6.2%
Sikh	0.1%	0.08%	0.3%
Pagan	0%	0%	0%
Roman Catholic	10.2%	10%	10%
Prefer not to answer	6.1%	5.6%	6.7%
Other Religion or Belief	1%	1.3%	1.3%
Unknown	4.2%	7.3%	3.2%

**Workforce Profile
South Ayrshire Council by Sexual Orientation**

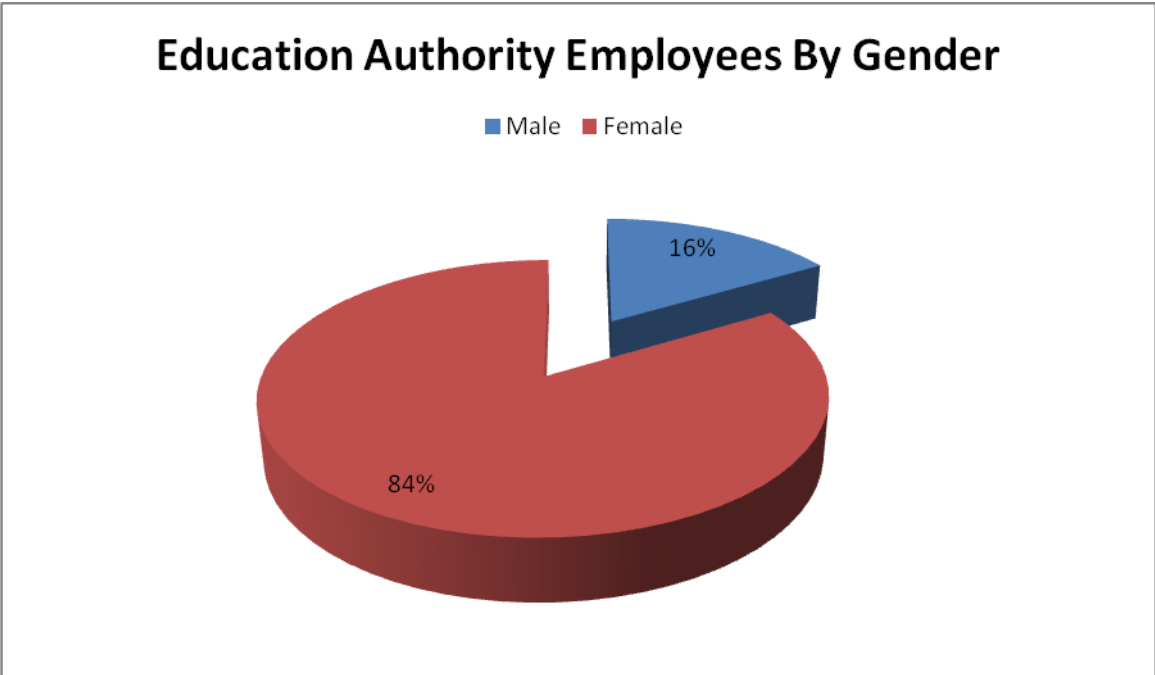
Applications By Employment By Sexual Orientation

Sexual Orientation	Percentage of Applications	Percentage of Total Selected For Interview	Percentage of Total Successful Appointments
Bisexual	0.2	0.2	0.3
Gay	0.5	0.4	0.4
Straight	93.1	90	92.7
Lesbian	0.4	0.2	0.4
Prefer not to answer	2.4	2.4	3
Other	0.02	0.05	0.1
Unknown	3	6	2.2
Blanks	0.5	0.8	0.4

Appendix 9

Education Authority Workforce Profile Data

Gender

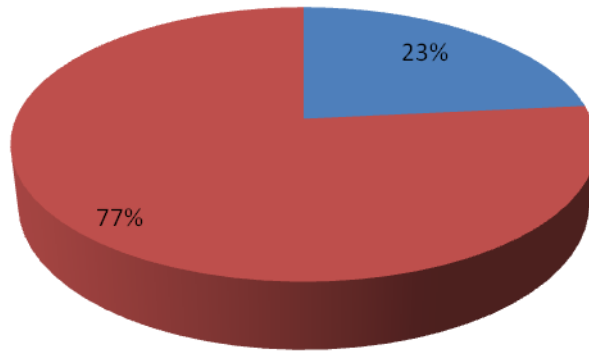


Education Authority Workforce Profile Data

Gender

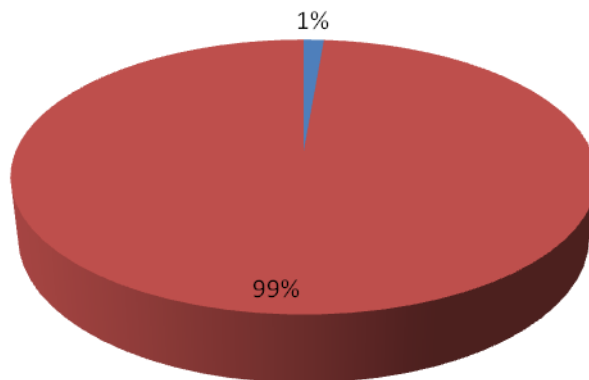
Full Time Education Authority Employees By Gender

■ Male ■ Female

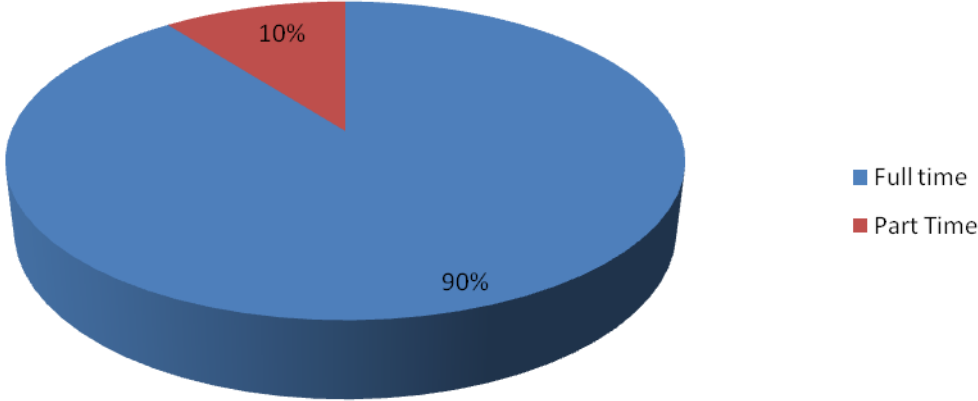


Part Time Education Authority Employees By Gender

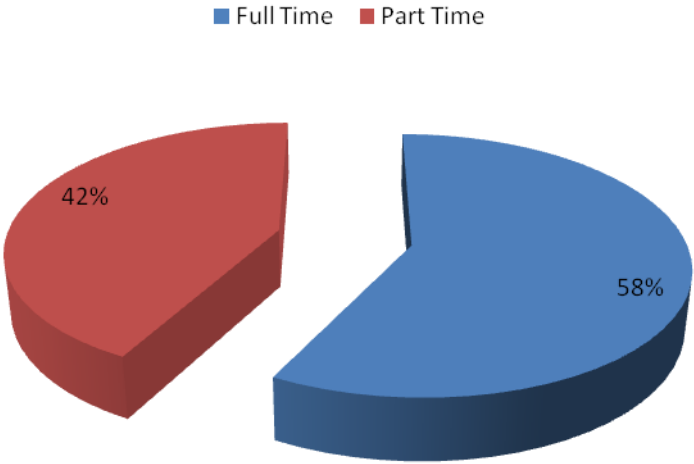
■ Male ■ Female



Education Authority Male Employees By FT/ PT



Education Authority Employees By FT/ PT



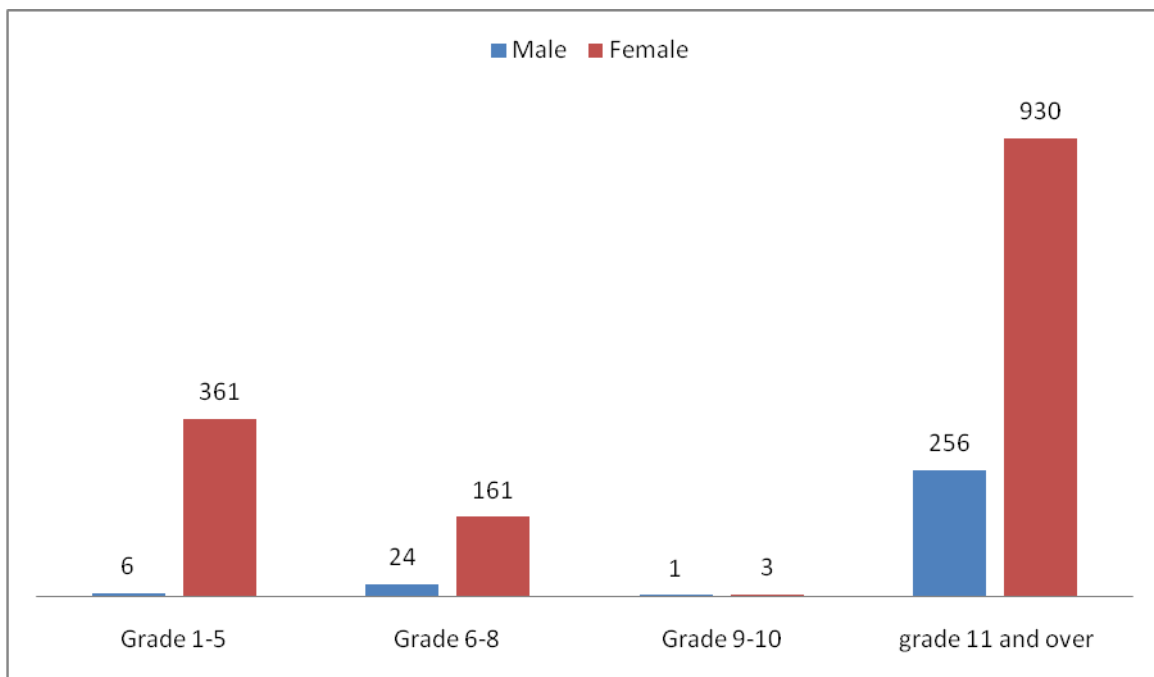
Education Authority Workforce Profile Data

Gender

Applications for Employment By Gender

Gender	Percentage of Total Applications	Percentage of Total Selected For Interview	Percentage of Total Successful Appointments
Male	14	19	18.2
Female	85.8	80.6	81.8
Prefer not to say	0	0	0
Blank	0.2	0.2	0
Unknown	0	0	0

Education Authority Employees By Gender and Pay Grade

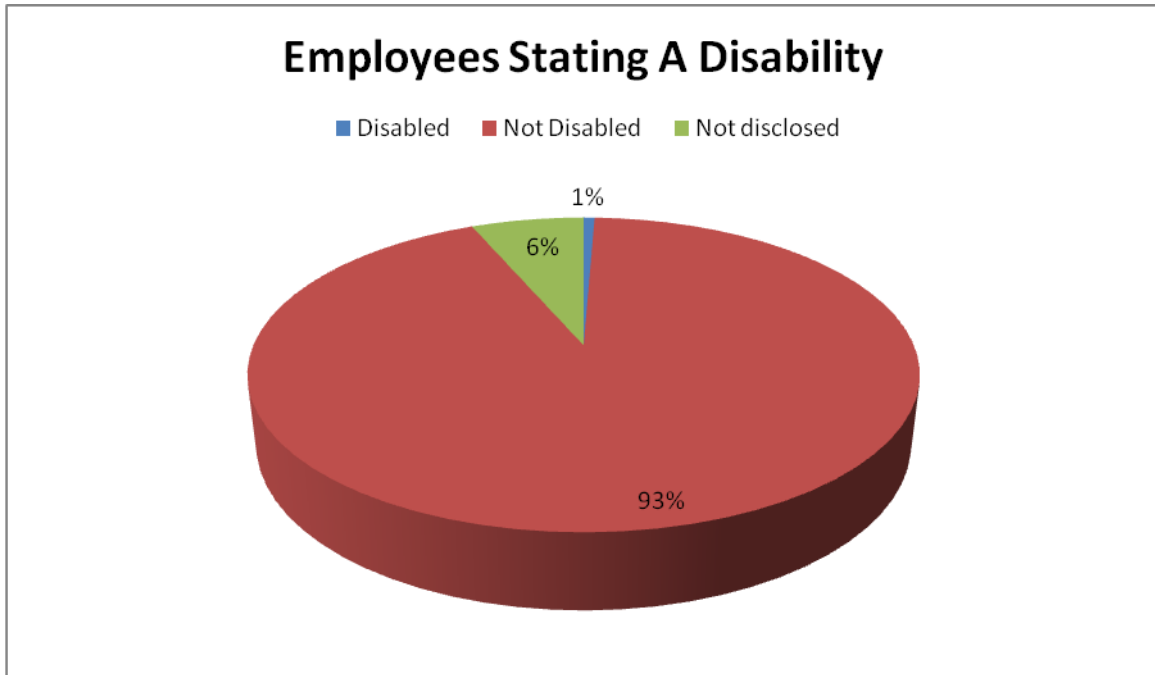


N.B. – Grades refer to pay grades or equivalent salaries.

Occupational Segregation By Grade

Pay Grade	% Male	% Female
All Grades	16%	84%
Grades 1-5	2%	98%
Grades 6-8	13%	87%
Grades 9-10	25%	75%
Grade 11 and above	22%	78%

Education Authority Workforce Profile Data Disability



Education Authority Workforce Profile Data

Disability

Applications for Employment by Disability

Disability	Percentage of Applications	Percentage of Total Selected For Interview	Percentage of Total Successful Appointments
Stated Disabled	3.1	2.6	1.6
Not disabled	92.8	91	93.6
Prefer Not To Say	0.2	0.4	0.6
Blanks	4.3	5.9	3.9

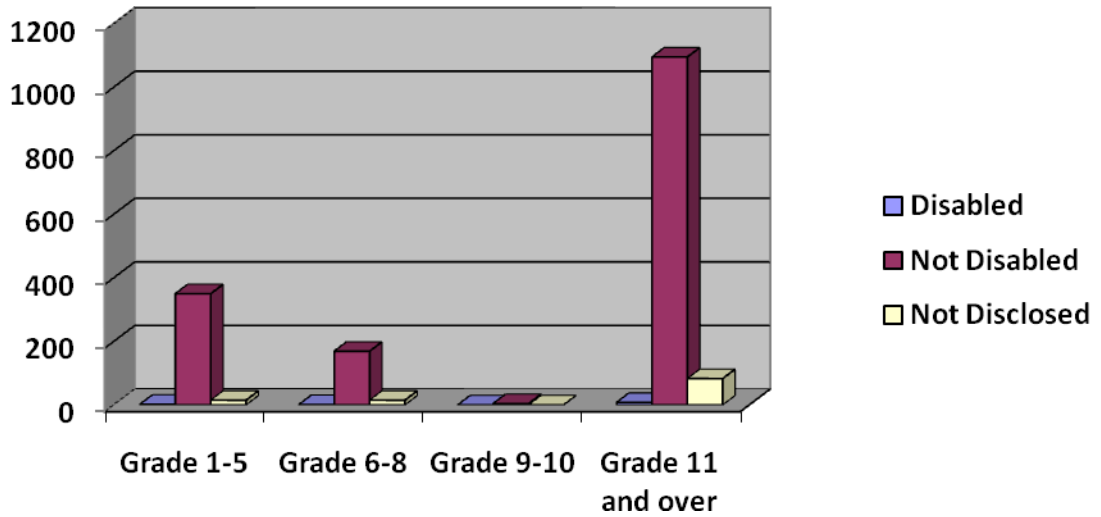
Applications From Disabled Applicants By Disability Impairment

Disability Impairment	Percentage of Disabled Applicants	Percentage of Total Disabled Applicants Selected For Interview	Percentage of Total Disabled Applicants Successful Appointments
Learning Disability	0.6	0.9	0.8
Longstanding Illness	1.9	1	0.6
Mental Health Condition	0.1	0.1	0.4
Physical Impairment	0.1	0.1	0
Sensory Impairment	0.4	0.5	0.2
Other	0.1	0	0
Prefer not to answer	0.5	0.4	0.4
Unknown	96	96.7	97.6
Blanks	0.2	0.2	0

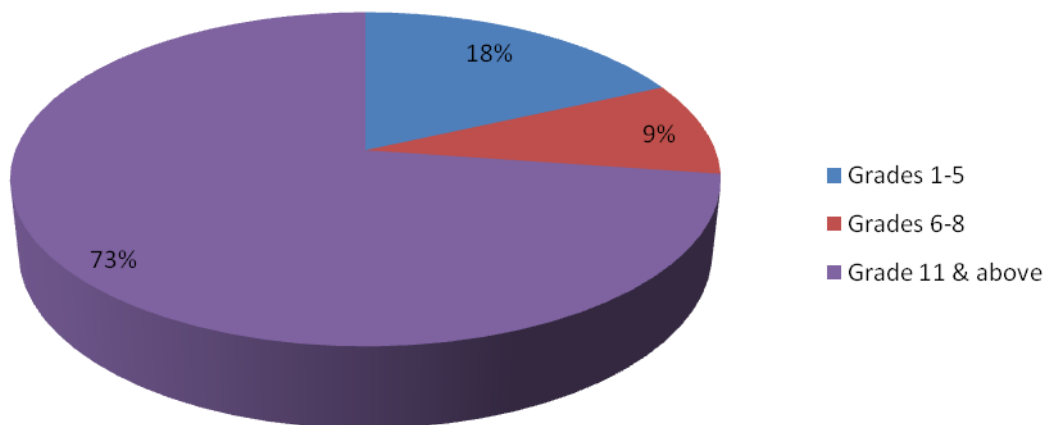
Education Authority Workforce Profile Data

Disability

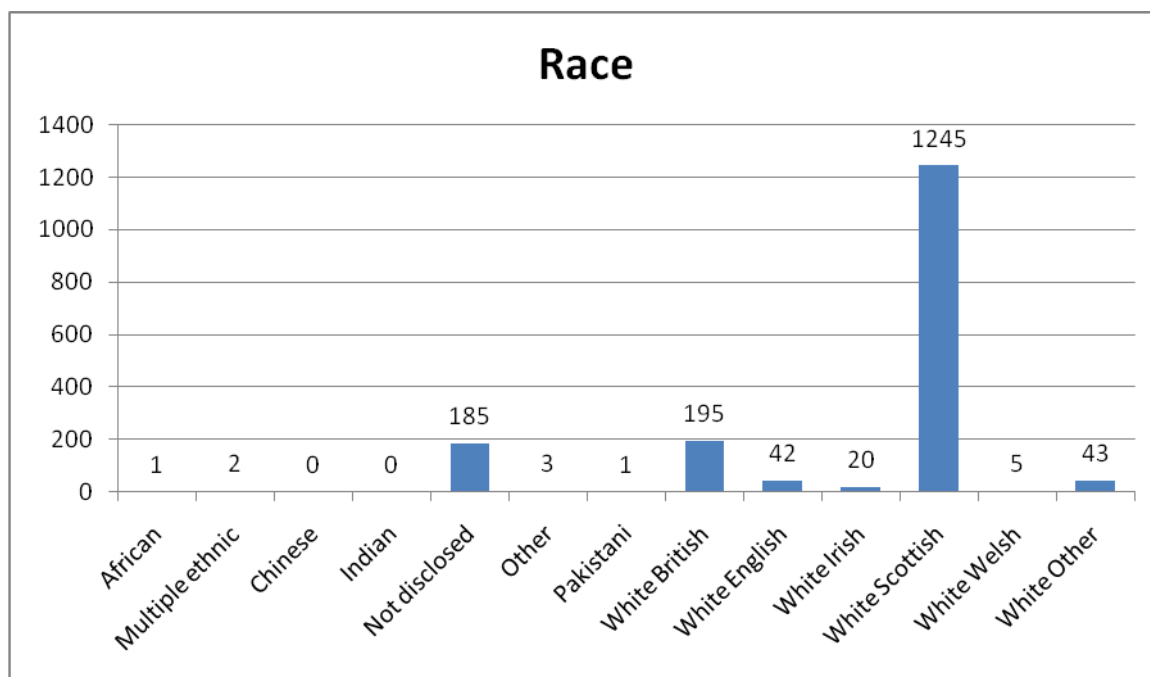
Stated Disability and Pay



Employees Stating Disability & Pay Grade



Education Authority Workforce Profile Data
South Ayrshire Education Employees by Race



Applications For Employment By National Identity

National Identity	Percentage of Applications	Percentage of Total Selected For Interview	Percentage of Total Successful Appointments
Scottish	76.9	73	71.6
English	2.2	2	2.2
Welsh	0.1	0	0
Northern Irish	0.7	0.9	1
British	16.6	19.7	22.6
Prefer not to answer	0	0	0
Other	2.5	1.7	1.6
Unknown	0.9	2.2	0.6
Blanks	0.2	0.2	0

Education Authority Workforce Profile Data

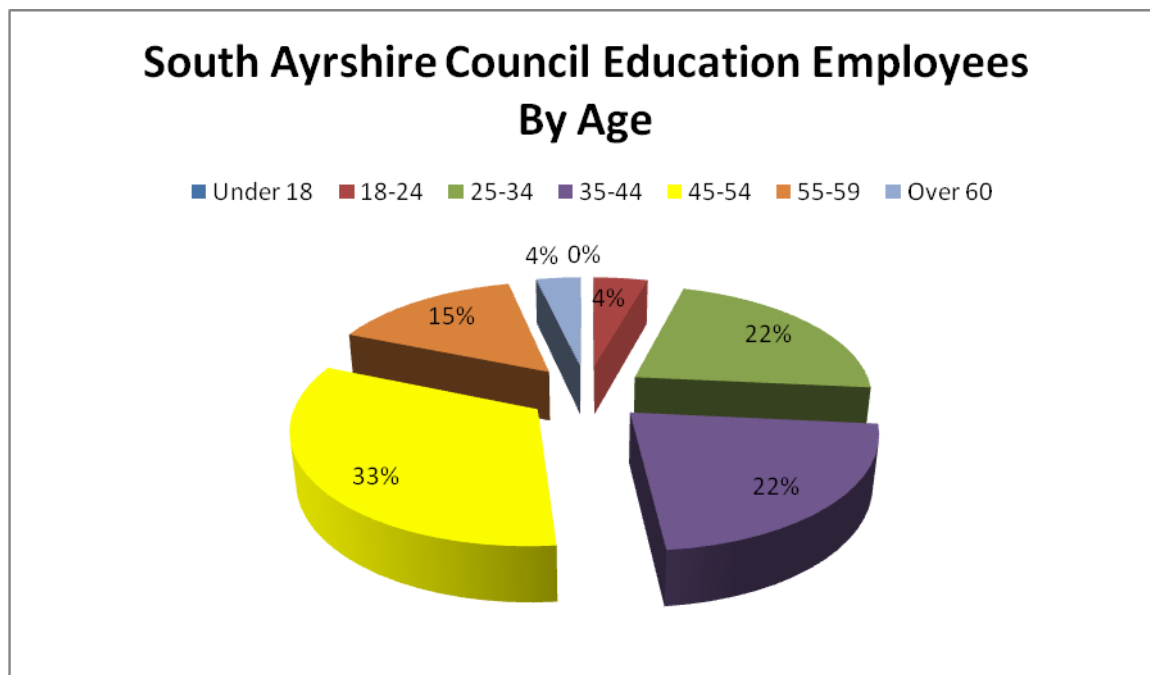
Race

Applications For Employment By Race

Ethnic Group	Percentage of Applications	Percentage of Total Selected For Interview	Percentage of Total Successful Appointments
White-Scottish	89.1	87.7	86.7
White-other British	6.5	7.3	8.6
White-Irish	1.7	1.2	0.8
White-Gypsy/Traveller	0	0	0
White – Eastern European	0.2	0.1	0.2
White – other white ethnic group	0.9	0.9	1
Mixed or multiple	0.2	0.5	0.2
Asian – Pakistani (inc Scottish/British)	0.3	0.1	0.2
Asian-Indian (inc Scottish/British)	0.2	0.4	0.8
Asian-Bangladeshi (inc Scottish/British)	0	0	0
Asian-Chinese (inc Scottish/British)	0	0	0
Asian – other (inc Scottish/British)	0.2	0.2	0.4
African (inc Scottish/British)	0	0	0
African-other	0	0	0
Caribbean (inc Scottish/British)	0	0	0
Black (inc Scottish/British)	0	0	0
Caribbean or Black (other)	0	0	0
Other-Arab (inc Scottish/British)	0	0	0
Other	0.2	0.4	0.2
Prefer not to answer	0.2	0.3	0.6
Unknown	0.4	0.5	0.2

Education Authority Workforce Profile Data

Age

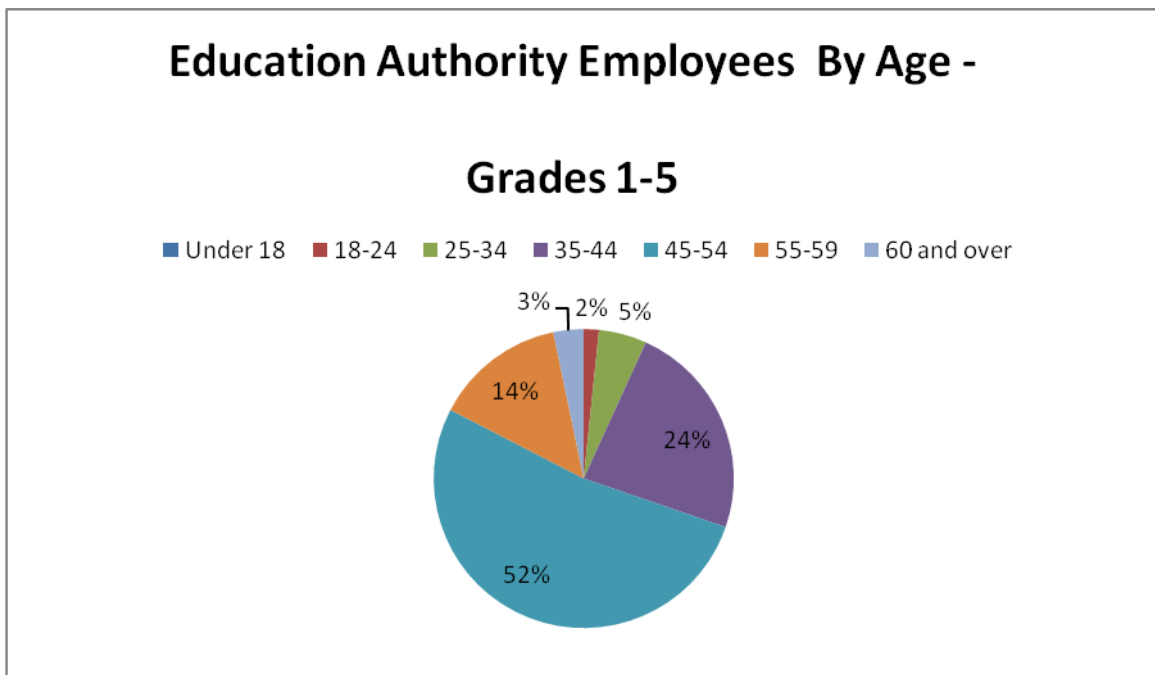
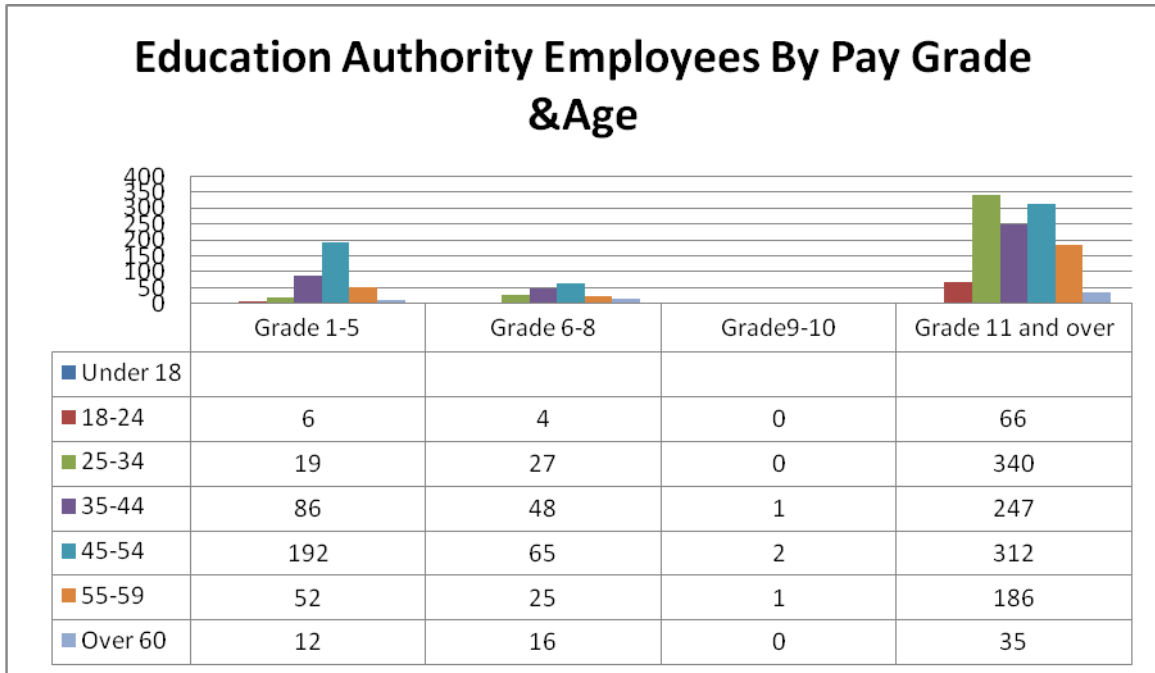


Applications For Employment By Year of Birth

Year of Birth	Percentage of Applications	Percentage of Total Selected For Interview	Percentage of Total Successful Appointments
1995 and after	0.1	0	0
1994-1988	17.6	15.4	19.6
1987-1978	45.7	41	43.5
1977-1968	20.8	24	19.4
1967-1958	11.8	13.3	11.6
1957-1953	1.7	2.4	2.9
1952 and before	0.7	1.3	2.9
Blanks	1.5	2.7	0.2

Education Authority Workforce Profile Data

Age

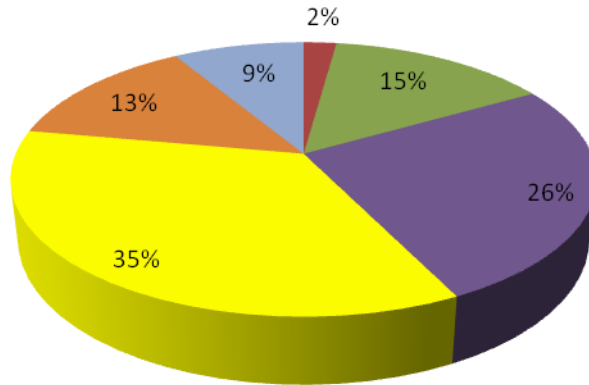


Education Authority Workforce Profile Data

Age

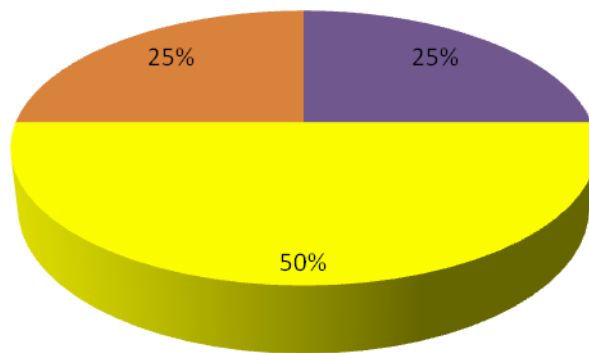
Education Authority Employees By Age - Grades 6-8

■ Under 18 ■ 18-24 ■ 25-34 ■ 35-44 ■ 45-54 ■ 55-59 ■ over 60



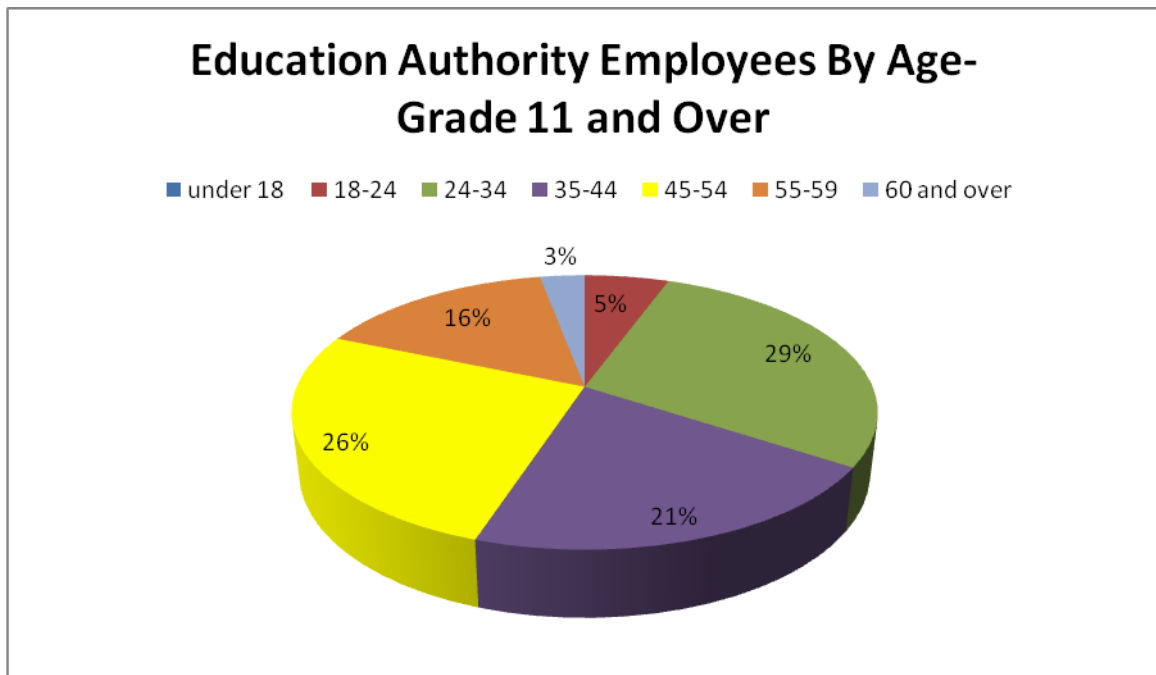
Education Authority Employees By Age - Grades 9-10

■ Under18 ■ 18-24 ■ 25-34 ■ 35-44 ■ 45-54 ■ 54-59 ■ 60 and over



Education Authority Workforce Profile Data

Age



Education Authority Workforce Profile Data

Transgender

Applications for Employment by Transgender

Transgender or Transperson	Percentage of Applications	Percentage of Total Selected For Interview	Percentage of Total Successful Appointments
Yes	0.3	0.3	0
No	98.1	97.2	99
Prefer not to say	0.1	0	0
Blanks	0.7	1.7	0
Unknown	0.8	0.7	1
Fields not compatible*			

* Within the transgender person or transperson section of this report there is a field called 'Fields not compatible'. When myjobsupport have been migrating data from the equal opportunities forms the old options have migrated across to populate, in some cases, the new option fields which do not tie in. Therefore, information has been mismatched. This has been raised with myjobsupport.

Education Authority Workforce Profile Data

Marital Status

Applications For Employment By Marital Status

Marital Status	Percentage of Applications	Percentage of Total Selected For Interview	Percentage of Total Successful Appointments
Single	41.6	38.2	42.4
Married/ Civil Partnership	37.8	43.4	38.4
Widowed	0.2	0.1	0.2
Living with Partner	13.3	11.1	12
Divorced/ Separated	4	4.7	5.5
Prefer not to answer	1.5	0.9	0.6
Unknown	1.3	1.3	0.8
Blanks	0.2	0.2	0

Education Authority Workforce Profile Data

Caring Responsibility

Applications for Employment by Caring Responsibility

Caring Responsibilities	Percentage of Applications	Percentage of Total Selected For Interview	Percentage of Total Successful Appointments
Yes (children under 18)	31.2	36	33.7
Yes, other	0.4	0.5	0.2
No	59.6	57	62.2
Prefer not to answer	1.1	0.4	0
Blanks	0	0.2	0
Unknown	7.4	5.7	3.9

Education Authority Workforce Profile Data

Religion or Belief

Applications For Employment By Religion or Belief

Religion or Belief	Percentage of Applications	Percentage of Total Selected For Interview	Percentage of Total Successful Appointments
Buddhist	0.1	0.1	0
Church of Scotland	39.4	38.2	37
Hindu	0	0	0
Humanist	0.1	0.1	0
Jewish	0.1	0.1	0.2
Muslim	0.3	0.2	0.4
None	28.6	28.3	30.8
Other Christian	9.6	8.3	9.2
Sikh	0.1	0.1	0.4
Pagan	0	0	0
Roman Catholic	11.5	12.3	11.6
Prefer not to answer	6.8	7.3	7.3
Other Religion or Belief	0.7	1.3	1.8
Unknown	2.7	3.7	1.2

**Education Authority Workforce Profile Data
Sexual Orientation**

Applications For Employment By Sexual Orientation

Sexual Orientation	Percentage of Applications	Percentage of Total Selected For Interview	Percentage of Total Successful Appointments
Bisexual	0	0	0.2
Gay	0.3	0.2	0.4
Straight	95.4	94	95
Lesbian	0.3	0.2	0.4
Prefer not to answer	2.1	2.5	3.3
Other	0	0	0
Unknown	1.7	2.9	0.6
Blanks	0.2	0.2	0

South Ayrshire Council Education Authority - Occupational Segregation

The table below shows the number and percentage of males and females by role.

JOB TITLE	Number Male	% Male	Number Female	% Female
Head Teacher	7	13%	47	87%
Depute Head Teacher	23	35%	42	65%
Principal Teacher	67	29%	168	71%
Teacher	142	19%	611	81%
Probationer Teacher	10	18%	46	82%
School Assistant	6	2%	349	98%
Specialist Support Assistant	0	0%	11	100%
Principal Educational Psychologist	1	100%	0	0%
Senior Educational Psychologist	2	50%	2	50%
Educational Psychologist	1	33%	2	67%
Trainee Educational Psychologist	0	0%	2	100%
Quality Improvement Manager	1	50%	1	50%
Quality Improvement Officer	1	20%	4	80%
Depute Nursery Manager	0	0%	1	100%
Senior Nursery Nurse	0	0%	6	100%
Nursery Nurse	0	0%	120	100%
Play Leader	0	0%	3	100%
Play Assistant	0	0%	9	100%
Team Leader	1	9%	10	91%
Additional Support Needs Development Worker	1	100%	0	0%
School Librarian	2	28%	5	72%
Librarian		0%	1	100%
Senior Technician (School Based)	4	50%	4	50%
Technician (School Based)	18	62%	11	38%

APPENDIX 10

EQUALITY AT WORK POLICY FOR LOCAL GOVERNMENT EMPLOYEES, CRAFT OPERATIVES, TEACHING STAFF AND CHIEF OFFICIALS Employee and Customer Services April 2013

1 INTRODUCTION

- 1.1 South Ayrshire Council recognises the benefits of equality and diversity and will strive to ensure that equality underpins its activities as an employer, partner and service provider.
- 1.2 This policy sets out South Ayrshire Council's commitment to achieving a working environment which is free from unlawful discrimination, harassment, victimisation or bullying and where all employees and the wider community they serve are treated with dignity and respect.
- 1.3 This policy applies to all job applicants to Local Government, employees, craft operatives, teaching staff and chief officials.
- 1.4 The policy has been developed jointly with the Trades Unions in line with the principles of partnership working.

2 PURPOSE

- 2.1 The purpose of this policy is to ensure everyone is aware of the standards of behaviour expected from them in terms of equality at work. It aims to assist in the development and maintenance of a working environment in which inequality and harassment are unacceptable. The policy clarifies employees' responsibilities, while providing a clear framework which will ensure that complaints of unacceptable behaviour are dealt with promptly and fairly.
- 2.2 This policy should be read in conjunction with South Ayrshire Council's employment policies which are underpinned by equalities. A list of key policies can be found at Annex A. All policies can be accessed on Share-point and via GLOW.

3 LEGISLATION

- 3.1 By embracing the diversity of its employees and maximising their individual potential, South Ayrshire Council can foster innovation, deliver high quality services and create an inclusive and positive working environment for all. Advancing equality at work will also help the council to meet its legal obligations as an employer and a service provider. This policy is underpinned by the public sector equality duty which requires public authorities, in the exercise of their functions, to have due regard to the need to:
 - Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.
 - Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
 - Foster good relations between people who share a relevant protected characteristic and those who do not.

3.2 This policy also complies with the following legislation:

- The Equality Act (2010)
- The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012
- Protection from Harassment Act (1997) (Section 8);
- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 (SI 2000/1551);
- The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002 (SI 2002/2034);
- Employment Rights Act (1996) (sections relating to maternity and dependent carer leave);
- Employment Relations Act (1999);
- Agency Workers Regulations (2010);
- Rehabilitation of Offenders Act (1974).
- Trade Union and Labour Relations (Consolidation) Act 1992
- Human Rights Act (1998)

4 KEY PRINCIPLES

The following principles will apply:-

- 4.1** The Council takes a zero tolerance approach to unlawful discrimination, bullying, harassment and victimisation.
- 4.2** Everyone has a duty and responsibility to promote a positive working environment which fosters openness, trust and respect, thereby developing a culture where equality is valued.
- 4.3** Everyone must behave in a way that will not cause offence to others, and to acknowledge that views and opinions held by others may differ from their own.
- 4.4** Any complaint made in regard to this policy must be specific and not relate to general accusations. Details on how to make a complaint can be found at Section 8 of this policy.
- 4.5** All complaints will be dealt with in a confidential, sensitive and objective manner and all parties involved will be treated with due respect and protected from victimisation.
- 4.6** If a complaint is upheld or upheld in part, appropriate remedial action will be taken. Following investigation, complaints that are found to be malicious will be viewed as a potential disciplinary offence and appropriate action may be taken against the complainant in accordance with the relevant discipline policy.
- 4.7** It will be considered a disciplinary offence for any employee to victimise or retaliate against an employee for highlighting an inequality or reporting a complaint of harassment.

5 PROTECTED CHARACTERISTICS

5.1 The Equality Act (2010) is the key statute on discrimination. It provides protection from discrimination because of a protected characteristic. There are nine protected characteristics:

- Age
- Gender Reassignment
- Race
- Sex
- Marriage and Civil Partnership
- Disability
- Pregnancy and Maternity
- Religion or Belief
- Sexual Orientation

5.2 Further definitions and examples of the protected characteristics can be found at Annex B.

5.3 Employees also have legal protection from discrimination on grounds of their caring responsibilities, trade union activity, criminal convictions or working pattern. Further information can be found at Annex C.

6 PROHIBITED CONDUCT

6.1 The Equality Act prohibits unlawful **direct discrimination**, **indirect discrimination**, **victimisation** and **harassment** related to any of the protected characteristics. Definitions and examples can be found at Appendix 3.

6.2 Applicants or employees will not be discriminated against because of a protected characteristic they have or are perceived to have, or because they associate with someone who has a protected characteristic.

6.3 No job applicant or employee will be subjected to harassment. The Equality Act defines harassment as “**unwanted conduct** related to a relevant protected characteristic which has the purpose or effect of violating their dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.” It should be noted that South Ayrshire Council will not tolerate harassment irrespective of whether it is related to a protected characteristic. Unwanted conduct can include any kind of behaviour including spoken or written words or abuse, imagery, graffiti, physical gestures, facial expressions, mimicry, jokes, pranks or other physical behaviour.

6.4 No job applicant or employee will be victimised or subjected to a detriment as a result of making or supporting a complaint, or raising a grievance in good faith under this policy.

6.5 Employees will not unlawfully discriminate against, harass or victimise a service user.

7 BULLYING

7.1 No employee will be subjected to bullying at work. Bullying is defined as “offensive, intimidating, malicious or insulting behaviour, or an abuse or misuse of power through means intended to undermine, humiliate, denigrate or injure the recipient causing the loss of self respect”.

7.2 Bullying behaviours can include verbal abuse, spreading rumours or innuendo about someone and making unjustified and malicious criticism or complaints.

7.3 Reasonable management actions carried out in a fair and equitable way are not bullying. These may include setting performance goals and standards, allocating work, giving an employee feedback about unsatisfactory work performance, informing an employee about inappropriate behaviour and giving constructive feedback.

8. PROCESS FOR RAISING COMPLAINTS

- 8.1** Any employee who believes they have been discriminated against, harassed, victimised or bullied should raise their concerns **informally or formally through the Council's Grievance Policy and Procedure**.
- 8.2** Employees can raise their complaint directly with their line manager or through their trade union representative. If the complaint involves the employee's line manager, the employee may approach another manager to raise the issue if they feel comfortable in doing so. In such cases, advice should be sought from Human Resources.
- 8.3** Any employee who witnesses any breach of this policy must inform their line manager without unreasonable delay.
- 8.4** If an employee wishes to report a matter of concern confidentially and out with the scope of this Policy they may refer to the Council's [Reporting Concerns at Work Procedure](#).
- 8.5** Where an employee or applicant wishes to raise a formal complaint about discrimination during the recruitment process they should invoke the Recruitment and Selection Complaints procedure.

9. MISCONDUCT

- 9.1** Where an allegation of discrimination, victimisation, bullying or harassment constitutes an allegation of misconduct, the appropriate Disciplinary [Policy](#) and [Procedure](#) will apply.
- 9.2** In more serious cases allegations of discrimination, harassment, victimisation or bullying can constitute gross misconduct and, where established, could result in summary dismissal in line with the appropriate Disciplinary Policy and Procedure.

10. RESPONSIBILITIES

10.1 MANAGERS

- Each Executive Director or nominated senior officer and all managers are responsible for maintaining a working environment that is free from discrimination, harassment, victimisation and bullying, particularly in the areas for which they are responsible and amongst those employees whom they line manage.
- All managers are responsible for promoting a positive work culture by setting an example of appropriate conduct and behaviour and ensuring employees are aware of the standards of behaviour expected of them. This may include providing feedback on an employee's performance and conduct confidentially and in a respectful manner using objective evidence against clear criteria. Managers should ensure that all employees are aware of this policy, understand the Council's zero tolerance approach and are aware of the standards of conduct and performance expected of them in line with this and other relevant policies such as the [Code of Conduct](#) and Code of Professionalism and Conduct for teachers.

- Managers have a duty of care to their employees. They should ensure the culture in the Council and their own team does not encourage behaviour which is in breach of this policy.
- Managers should manage and supervise in a fair, consistent and non-discriminatory manner.
- Managers should be alert to the possibility of problems arising and take appropriate action even though a complaint has not been made. Managers should be aware that employees who may be discriminated against, victimised or bullied may be reluctant to make a complaint.
- Managers should deal promptly, consistently and sensitively when a complaint is made by any of their employees, ensuring that confidentiality is maintained at all times.
- This policy does not detract from a manager's right to carry out reasonable management actions such as setting performance goals and standards, allocating work, giving an employee feedback about unsatisfactory work performance, informing an employee about inappropriate behaviour and giving constructive feedback.

10.2 EMPLOYEES

- Employees should be aware of the contents and procedures outlined in this Policy and other Council Policies referred to within.
- Employees must attend training on equalities as directed by their line manager.
- All employees are responsible for ensuring they clearly understand the Council's zero tolerance approach to discriminatory, harassing, victimising or bullying behaviour. This extends to behaviour in the course of a person's employment, such as work related social events and to on-line behaviour. Employees should not discriminate, harass or victimise employees or service users on-line and any such behaviour will be considered grounds for disciplinary action. This extends to postings on social networking sites out with working hours which could constitute discrimination, harassment or victimisation and bring the Council into disrepute.
- Employees should not induce or attempt to induce colleagues to discriminate, harass, victimise or bully and be confident in challenging such behaviours, reporting any breaches of this policy to an appropriate manager.

11 MAINSTREAMING EQUALITY

- 11.1** In order to further the general equality duty and to provide an accessible, diverse and inclusive working environment, equality must be integrated into the Council's policies, practices and procedures as an employer, including the following:

11.2 RECRUITMENT

The Council's commitment to equality of opportunity for all is reflected in its [Recruitment Charter](#). This includes guaranteeing an interview to disabled candidates who meet the essential criteria for the vacant role and ensuring that reasonable adjustments are made throughout the recruitment and selection process.

Any applicant who believes they have been treated unfairly during the recruitment and selection process can raise a formal complaint through the Recruitment and Selection Complaints Procedure.

11.3 PRE-EMPLOYMENT HEALTH QUESTIONNAIRES

In accordance with the Equality Act, no applicant will be asked questions regarding absence or be required to complete a pre-employment health questionnaire prior to being given conditional offer of employment other than for the following purposes:

- To establish whether the applicant requires reasonable adjustments during the recruitment process.
- To establish whether an applicant can carry out a function intrinsic to the role.
- To monitor the diversity of applicants
- To enable applicants to benefit from a guaranteed interview scheme.
- Where a specific impairment is an occupational requirement for the job to prevent disabled applicants and employees being put at a substantial disadvantage.

11.4 POSITIVE ACTION MEASURES

Where appropriate the Council will use positive action measures to address particular areas of under-representation of any protected group in the workforce.

11.5 TRAINING AND DEVELOPMENT

Through the Performance and Development Review (PDR) process and Professional Review and Development PRD process for teaching staff, the Council ensures that all employees receive opportunities for development. Where possible, attendance at training will be monitored by protected characteristic.

All employees will be required to undertake equalities awareness training relevant to their role.

11.6 FLEXIBLE WORKING

The Council recognises the benefits of flexible working arrangements and any employee can request flexible working in line with the Flexible Working Policy. Employees will be treated fairly and consistently irrespective of working pattern.

11.7 DISABLED EMPLOYEES

South Ayrshire Council is committed to the employment and career development of disabled people. The Council will make reasonable adjustments to enable employees with disabilities to perform their roles. This may include adjustments such as:

- Altering working hours
- Allowing time off for rehabilitation or treatment
- Transferring the disabled person to another vacancy or another place of work
- Giving or arranging training to the disabled person or others
- Providing a reader or interpreter
- Acquiring or modifying equipment or reference manuals
- Adjusting the premises
- Providing supervision or other support
- Providing information in accessible formats.

This list is not exhaustive and adjustments will depend on individual needs and circumstances.

- Employees can also access the Council's Occupational Health Service, physiotherapy services, and counselling services where appropriate.
- Absence related to a disability will not normally be taken into account when managing absence related to conduct.
- Absence related to capability will be dealt with in line with the Framework for Maximising Attendance at Work.

11.8 TRANSGENDER WORKERS

The Council recognises the challenges which can be faced by transgender employees and will strive to ensure an inclusive working environment which is welcoming and free from discrimination. Where an employee is undergoing, proposing to undergo, or has undergone gender reassignment, they will be consulted with sensitively and confidentially about their needs in the workplace, including how and when they would like to address their transition with colleagues.

Where an employee undergoing gender reassignment works in a role where an occupational requirement to be of a particular gender applies they will be considered for redeployment under the Managing Change policy.

12. EQUALITY IMPACT ASSESSMENT AND EQUALITIES MONITORING

12.1 EQUALITY IMPACT ASSESSMENT

The Council, as a body subject to the Equality Duty, has a legal obligation to assess the impact of its decisions, policies, procedures and practices against each of the protected characteristics.

The implications of the general equality duty must be set out in reports or other papers for decision makers.

Employees must attend training on Equality Impact Assessment and any other relevant training on the equality duty as directed.

12.2 EQUALITIES MONITORING

In order to maximise the benefits of workplace diversity and identify any areas where there are barriers to equality, HR will monitor the composition of the Council's workforce. This will include data on the recruitment, development and retention of people with respect to relevant protected characteristics, as well as the identification of any areas of segregation by protected characteristic. Workforce monitoring data will be used to identify any differences in outcomes for different staff groups and to enable the identification of equality outcomes relating to employees.

Relevant workforce monitoring data and equality outcomes will be published in accordance with the requirements of the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012.

13. EMPLOYEE INVOLVEMENT

13.1 POLICY DEVELOPMENT

The Council will work in partnership with Trades Unions in the development of policies and procedures which impact on employees. All policies related to employees will be equality impact assessed including involvement from relevant staff groups.

13.2 EMPLOYEE EQUALITY FORUM

This forum meets quarterly and enables employees who have a disability or an interest in any of the protected characteristics to discuss any equality issues affecting them as well as to promote diversity and eliminate discrimination.

13.3 EQUALITY CHAMPIONS NETWORK

In order to promote equalities, services can nominate Equality Champions who provide a link for employees within their Service who wish to raise equality issues. Equality Champions also act as "critical friends" in equality impact assessing the likely impact of policies and procedures and are involved in soliciting and giving feedback on relevant policies and procedures which may impact on employees.

ANNEX A

Key Policies and Procedures

This list is not exhaustive and a full list can be accessed on Share-point and Glow.

- Annualised Hours Guide
- A Framework for Maximising Attendance
- Code of Conduct
- Code of Professionalism and Conduct (Teaching Employees)
- Code of Practice for Temporary Workers
- Data Protection Code of Practice
- Disciplinary Policy
- Employee Retirement Framework
- Enhanced Annual Leave Scheme
- Exit Interviewing
- Flexible Retirement
- Flexi-Time Scheme
- Grievance policy
- Guidelines on Referral to Occupational Health
- Home and Mobile Working Guidance
- Information Security
- Job Sharing
- Manager's Toolkit for Service Reviews
- Managing Workforce Change
- Maternity, Adoption & Paternity – Leave and Pay
- Partnership Working Agreement
- Recruitment and Selection
- Reporting Concerns At work.
- Stress
- Special Leave policy
- JNCT agreements

ANNEX B

Protected Characteristics: Definitions

Age

The protected characteristic of age means a person belonging to a particular age group. This includes people of the same age and people of the same range of ages, such as over 21s or 65 year olds.

Disability

A person has a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. "Normal day-to-day activities" refers to those activities that are "normal" for most people in their everyday lives, such as walking, driving, and forming social relationships. Long term is classed as a condition which has lasted 12 months, or is likely to do so.

Any impairment which meets the above definition may be considered a disability under the Act. Impairments which have not lasted for 12 months, but are likely to, are also protected if they meet the full definition. Cancer, HIV and Multiple Sclerosis are deemed disabilities from the point of diagnosis.

Physical impairments such as severe disfigurement are also treated as a disability under the Act as these are considered to have a substantial adverse effect on the ability of the person to carry out normal day to day activities.

Some conditions are **not** given protection under the Act. These are:

- Addiction to or dependency on alcohol, nicotine, or any other substance (other than in consequence of the substance being medically prescribed). Conditions arising from alcohol dependency, such as liver disease are likely to receive protection.
- The condition known as seasonal allergic rhinitis (e.g. hay fever) except where it aggravates the effect of another condition
- Tendency to set fires
- Tendency to steal
- Tendency to physical or sexual abuse of other persons
- Exhibitionism
- Voyeurism

Gender Reassignment

A person has the protected characteristic of gender reassignment if they are proposing to undergo, are undergoing or have undergone a process (or part of a process) to change gender. There is no requirement for the person to be under medical supervision. Gender reassignment is a personal process under the Act, rather than a medical process.

Marriage and civil partnership

Marriage is defined as a 'union between a man and a woman'. Same-sex couples can have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters. Single people are not protected.

Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race

Race refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Religion and belief

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition. (e.g. humanism) . Political beliefs are not protected.

Sex

Sex refers to whether a person is a man or a woman.

Sexual orientation

This protected characteristic refers to whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

ANNEX C

Prohibited Conduct.

Direct Discrimination – This occurs when you treat someone less favourably than another because of a protected characteristic they have or are **perceived** to have, or because they associate with someone who has a protected characteristic.

Example A manager interviews a number of candidates for a job, but does not select the older candidate as he believes older people are not as competent as younger people. This is direct age discrimination.

Indirect Discrimination- This occurs where a provision, criterion or practice disadvantages people who share a particular protected characteristic. Indirect discrimination can only be defended where it is a **proportionate** means of achieving a **legitimate** aim.

Example: An employer applies a no headgear dress code for all employees. This indirectly discriminates against employees who are Jewish, Sikh or Muslim as they may cover their heads as part of their religion. The employer could only objectively justify this if they can show it is a proportionate means of achieving a legitimate aim such as being essential to comply with health and safety.

Perceptive Discrimination –This occurs where a person is discriminated against because of a protected characteristic which they are thought to have.

Example: An employee believes that her colleague is gay and subjects him to homophobic insults and comments. This is discrimination, even if the victim is not, in fact, gay.

Associative Discrimination –This occurs when someone is treated unfairly because they associate with another person or persons who have a protected characteristic.

Example: An employee has a child with a disability and his employer has agreed to flexible working hours in order to accommodate his caring responsibilities. His line manager resents this and treats him poorly as a result. This is discrimination based on the employee's association with his disabled child.

Employers cannot refuse to employ someone because of their caring responsibilities and cannot treat an employee less favourably because they care for a disabled person.

Harassment – This is unwanted **conduct** related to a relevant protected characteristic which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual. Unwanted conduct can include any kind of behaviour, including spoken or written words or abuse, imagery, graffiti, physical gestures, facial expressions, mimicry, jokes, pranks or other physical behaviour.

Example: An employee with learning difficulties is subjected to jokes about her disability and ongoing practical jokes which humiliate her.

However, an employee who is on the receiving end of harassment but does not have the protected characteristic, is not perceived to have it and does not associate with anyone who has it can take a harassment claim if they feel that their dignity has been violated.

Example: An employee witnesses the racial harassment of a colleague. The employee can take a racial harassment claim, even though it was not directed at her.

Victimisation: - This occurs where an employee is subjected to a detriment as a result of making or supporting a complaint or raising a grievance in good faith under the Equality Act.

Example: An employee takes out a grievance against his colleagues citing age discrimination. As a result, his colleagues freeze him out and stop speaking to him altogether.

Discrimination Arising From a Disability

This occurs where an employer or service provider knows or could be reasonably expected to know that a person has a disability and treats the person unfavourably because of the disability.

Example: A disabled person who is a wheelchair user cannot attend an essential training course because this has been booked at a venue with no ramps or lifts and is thus inaccessible. The person is treated unfavourably because of their use of the wheelchair, which is connected to their disability. Unless the council can show that what happened is objectively justified, this is likely to be discrimination arising from a disability, as well as a failure to make a reasonable adjustment.

Rehabilitation of Offenders

The Council will comply with the provisions of the Rehabilitation of Offenders Act 1974

(ROA) in that anyone who has been convicted of a criminal offence and sentenced to less than two and a half years in prison can be regarded as rehabilitated after a period specified in law (Rehabilitation Period), with no further convictions. After the specified period, the original conviction is considered to be spent.

The general rule is that, subject to the provisions below, once a conviction is spent the convicted person does not have to reveal it and cannot be prejudiced by it. The Council will not refuse to employ someone or dismiss someone because of a "spent" conviction.

The Exceptions Order

There are some categories of employment to which the ROA does not apply and for which spent convictions must be disclosed. The Council will maintain a list of such posts. Exclusion of a post from the ROA does not prevent an ex-offender from being appointed – it simply entitles the Council to ask about spent convictions.

Applicants for such posts will be required to declare any unspent convictions and the information provided will be verified via a Disclosure Scotland check. All required checks should be fully carried out before the candidate commences employment.

External applicants will be required to meet the cost of the Disclosure Scotland check.

If the Exceptions Order applies, this will be clearly stated on the Job Description and any recruitment advertisement.

PVG / DISCLOSURE

The Council will comply with the requirements of the Protection of Vulnerable Groups (Scotland) Act 2007. To this end the council will maintain a list of posts which are considered to be "Regulated work", i.e. working with children or protected adults. Employees in, and applicants for, Regulated Work must be registered with the Protecting Vulnerable Group Scheme which is managed by Disclosure Scotland.

Grounds for Referral

The Council will refer an employee, or former employee, to Disclosure Scotland when the following criteria are met:

- A Council employee undertaking regulated work has done something to harm a child or protected adult; and
- The impact is so serious that the Council has (or would if the employee has left) permanently remove them from regulated work; and
- The harmful or inappropriate behaviour corresponds with the type of regulated work they do e.g. a school teacher i.e. regulated work with children, who harms a protected adult does not meet the grounds of referral.

Harm is defined as including physical or psychological harm or unlawful conduct which is detrimental to the individual's property, rights or interests (e.g. theft, fraud, embezzlement). Risk of harm includes attempting directly to harm the person, encouraging someone else to harm another or harm themselves, or conduct which causes or is likely to cause another to be harmed.

On receipt of such a referral Disclosure Scotland will consider whether or not the employee in question should be barred from working with one or both of the protected groups.

If a post is subject to PVG membership, this will be clearly stated in the Job Description and any recruitment advertisement. All required checks should be fully carried out before the candidate commences employment.

External applicants will be required to meet the cost of PVG registration.

Further information on the PVG Scheme is available from Human Resources.

Discrimination and Trade Union Activity

The Trade Union and Labour Relations (Consolidation) Act 1992 forbids employers from refusing to employ someone or treating them unfairly because of trade union membership or participation in trade union activities, or conversely because they refuse to join a trade union or eschew trade union activities.

Employees who are union representatives of an independent trade union recognised by their employer are to be permitted reasonable time off during working hours to carry out certain trade union duties.

Full guidance can be found in the ACAS Code of Practice on Time Off For Trade Union Duties and Activities:

http://www.acas.org.uk/media/pdf/n/k/Acas_Code_of_Practice_Part-3-accessible-version-July-2011.pdf



EQUALITY IMPACT ASSESSMENT

Equality Strategy and Associated Outcomes

March 2013

**SOUTH AYRSHIRE COUNCIL
EQUALITY AND DIVERSITY IMPACT ASSESSMENT**

Section One: Policy Details*

Name of Policy	Equality Strategy and Associated Outcomes
Lead Officer (Name/Position)	Peter Linton, Performance and Change Management Manager
Policy Development Team (Names/Positions)	Lorraine Finlayson, Strategic Management Officer
Critical friend (s)	

*Policy could include strategy, project or application: see guidance attached.

<p>What are the main aims of the policy?</p>	<p>To set out with regard to the Equality Act 2010 the Council's:</p> <ul style="list-style-type: none"> • Commitment to achieving Equality and Diversity as a Service Provider, Education Authority, Employer and Licensing Board • Statutory responsibilities in terms of both its General and Specific Duties • Approach to compliance with the Equality Act 2010. <p>To demonstrate compliance with the General Specific Equality Duties by providing detailed sections on for example: the development and Publication Arrangements for the Council's Equality Outcomes, Mainstreaming Report and Equal Pay Statements as a Service Provider, Education Authority, Employer and Licensing Board.</p> <p>To provide a clear Equality and Diversity framework that sets out how the Council works to both individually and in partnership to contribute to local and national equality and diversity needs and priorities.</p> <p>To ensure the Equality Strategy is accessible to Council service users, stakeholders and staff.</p>
<p>What are the intended outcomes of the policy</p>	<p>South Ayrshire Council is a fair and inclusive service provider, Education Authority, Licensing Board and employer.</p> <p>South Ayrshire Council complies with, and in line with its commitment to continuous improvement, exceeds its responsibilities under the Equality Act 2010.</p> <p>The Councils Equality Strategy, Outcomes and Mainstreaming activity is published in an accessible format on the Council's website and intranet as a resource to further the promotion of equality and diversity within South Ayrshire.</p>

Section Two: What are the Likely Impacts of the Policy?

Will the policy impact upon the whole population of South Ayrshire or particular groups within the population (please specify)	The policy will impact on all the whole community.
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Considering the following Protected Characteristics and themes, what likely impacts or issues does the policy have for the group or community.

List any likely positive and/or negative impacts

Protected Characteristics	Positive and/or Negative Impacts
Race: Issues relating to people of any racial group, ethnic or national origin, including gypsy travellers and migrant workers	The strategy will have a positive impact on all the Council's communities including all racial, ethnic and national origin groups including gypsy travellers and migrant workers by considering race equality impacts in all that the Council does and as a protected characteristic within its equality outcomes.
Sex: Issues specific to women or men	The strategy will have a positive impact on both women and men by considering gender equality impacts in all policies and procedures and as a protected characteristic within its equality outcomes.
Disability: Issues relating to disabled people	The strategy will have positive impacts on disabled people within the community including children, young people and employees by considering disability equality impacts in all that the Council does and as a protected characteristic within its equality outcomes.
Age: Issues relating to a particular age group e.g. older people or children and young people	The strategy will have a positive impact on all age groups by considering Age equality impacts in all that the Council does and as a protected characteristic within its equality outcomes.
Religion or Belief: issues relating to a person's religion or belief (including non-belief)	The strategy will have a positive impact on people of all religions and belief including non-belief by consideration of religion or belief (including non-belief) equality impacts in all that the Council does and as a protected characteristic within its equality outcomes.
Sexual Orientation: Issues relating to a person's sexual orientation i.e. lesbian, gay , bi-sexual, heterosexual	The Strategy will have a positive impact on all sexual orientation groups by considering sexual orientation equality impacts in all that the Council does and as a protected characteristic within its equality outcomes.

<p>Marriage and Civil Partnership: Issues relating to people who are married or are in a civil partnership.</p>	<p>The Strategy will have a positive impact on people who are married or are in a civil partnership by considering equality impacts of those who are married or in a civil partnership in all that the Council does and as a protected characteristic within its equality outcomes.</p>
<p>Gender Reassignment: Issues relating to people who have proposed, started or completed a process to change his or her sex.</p>	<p>The Strategy will have a positive impact on all people who have proposed, started or completed a process to change his or her sex by consideration of gender reassignment equality impacts in all that the Council does and as a protected characteristic within its equality outcomes.</p>
<p>Pregnancy and Maternity: Issues relating to the condition of being pregnant or expecting a baby and the period after the birth.</p>	<p>The Strategy will have a positive impact on pregnant women and those women within their maternity period by considering pregnancy and maternity equality impacts in all that the Council does and as a protected characteristic within its equality outcomes.</p>
<p>Multiple / Cross Cutting Equality Issues Issues relating to multiple protected characteristics.</p>	<p>The Strategy will raise awareness within communities and employees of multiple and cross cutting equality issues across all protected characteristics.</p>
<p>Equality and Diversity Themes Particularly Relevant to South Ayrshire Council</p>	
<p>Health Issues and impacts affecting people's health</p>	<p>The Strategy aims to have a positive impact on health.</p>
<p>Human Rights: Issues and impacts affecting people's human rights such as being treated with dignity and respect, the right to education, the right to respect for private and family life, and the right to free elections.</p>	<p>The Strategy outlines the Council's commitment to Human Rights in all that it does and within its equality outcomes</p>
<p>Rurality Impacts relating to living and working in a rural community</p>	<p>The Strategy will have a positive impact on those living within its rural communities by the active consideration of rurality issues within its equality impact assessment process.</p>
<p>Deprivation Issues relating to poverty and social exclusion, and the disadvantage that results from it.</p>	<p>The Strategy ensures that issues of deprivation are considered along with all protected characteristics in the work the Council does individually and within its partnership working.</p>

Section Three: Evidence Used in Developing the Policy

<p>Involvement and Consultation In assessing the impact(s) set out above what evidence has been collected from involvement, engagement or consultation? Who did you involve, when and how?</p>	<p>The Strategy sets out in detail how the Council has consulted and involved its communities, stakeholders and employees in its development. In particular the following groups have been trained in the Equality Act 2010 General and Specific duties and the Council’s Equality Impact Assessment Process to ensure their capacity to full participate in shaping the Strategy (particularly the Council’s equality outcomes) and to provide ongoing input as critical friends in the Equality Impact Assessment Process and in the monitoring and evaluation of progress:</p> <ul style="list-style-type: none"> • The South Ayrshire Equality and Diversity Forum (which has stakeholder representation for all protected characteristics) • Equality Champions Network • Employee Equality Forum • Trades Unions • Elected Members
<p>Data and Research In assessing the impact set out above what evidence has been collected from research or other data. Please specify what research was carried out or data collected, when and how this was done.</p>	<p>The Strategy has been written using a substantial range of advice and guidance including the following:</p> <ul style="list-style-type: none"> • The Equality Act 2010 • Statutory Code of Practice on Employment • ACAS Employment Guides • EHRC Guidance on the Equality Act 2010, Scottish Specific Duties, Technical Guidance for Public Bodies, • EHRC Reports: Hidden in Plain Sight, How Fair is Britain? • EHRC Specific Duties Events • Equality Evidence Finder: http://www.scotland.gov.uk/Topics/People/Equality/Equalities • Scottish Government Equality Outcomes Event, • Scottish Government Scottish Procurement Policy Note SPPN 8/2012 • Stonewall Guides e.g. - Bullying: preventing the bullying and harassment of gay employees • Office for Disability Government Equalities Office – Guide To Using Positive Action in Recruitment and Promotion. • Government Equalities Office- Guide to the ban on Questions about Health and Disability during Recruitment • CIPD Guidance e.g. Managing Age
<p>Partners data and research</p>	<p>The Strategy was informed with the outcome of both general and topic specific partnership working including equality outcomes from:</p> <ul style="list-style-type: none"> • The Scottish Council’s Equality Network • The Ayrshire Equality Partnership
<p>Gaps and Uncertainties Have you identified any gaps or uncertainties in your understanding of the issues?</p>	<p>There are gaps in the information available across some protected characteristics such as sexual orientation, religion and belief, gender reassignment and disability, which relate to individuals willingness to share their personal information. These issues are common to most public bodies and the Strategy gives a commitment to continuing to improve confidence in our communities to share their information to allow the Council to have a more complete knowledge and understanding of its communities.</p>

Section Four: Detailed Action Plan to address identified gaps in:

- a) evidence and**
b) to mitigate negative impacts

<u>No</u>	<u>Action</u>	<u>Lead Officer(s)</u>	<u>Timescale</u>
1	Improve information gathering on all protected characteristics to ensure better knowledge and understanding of the Council's communities and employees.	<u>Peter Linton</u>	<u>On-going</u>
2			
3			
4			
5			

Section Five - Performance monitoring and reporting

Considering the policy as a whole, including its equality and diversity implications:

When is the policy intended to come into effect?	April 2013
When will the policy be reviewed?	April 2015
Which Panel will have oversight of the policy?	Leadership Panel and Community Services Standing Scrutiny Panel

Summary Equality Impact Assessment Implications & Mitigating Actions

Name of Policy: Equality and Diversity Strategy and Associated Outcomes.....

This policy will assist or inhibit the Council's ability to eliminate discrimination; advance equality of opportunity; and foster good relations as follows:

<p>Eliminate discrimination</p> <p>The Strategy provides a framework for continuing its progress in meeting its statutory responsibilities in terms of both its General and Specific Duties as a Service Provider, Education Authority, Employer and Licensing Board. Within the Strategy the Council will eliminate discrimination by:</p> <ul style="list-style-type: none"> • Improving involvement and consultation on the development and provision of services • Providing equal and easy access to all our buildings and services • Reducing Hate Crime in South Ayrshire and ensuring vulnerable individuals and communities feel safe and more secure, and • Ensuring the Council is an Equal Opportunities Employer
<p>Advance equality of opportunity</p> <p>The Strategy outlines our commitment to advancing equality of opportunity across protected characteristics and in particular:</p> <ul style="list-style-type: none"> • Ensure our children and young people have the best possible life chances. • Improve information about services and how we communicate, and • Lead by example as an employer and maintain best practice in employment practices
<p>Foster good relations</p> <p>The policy will assist the Council to foster good relations by leading and working with our communities, employees and partners to ensure an equalities culture is embedded in the Council.</p>

<u>Summary of Action Plan to Mitigate Negative Impacts</u>	
<u>Actions</u>	<u>Timescale</u>
<u>None Required</u>	

Signed:**Head of Service**

Date:

Text only versions of this publication are available in Polish, Chinese and Urdu.

For further Information please contact:

0300 123 0900

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مزید جانکاری کے لیے براہ کرم درج ذیل پر رابطہ قائم کریں:

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