

Agenda Item	4.
Report No	CLH 14/19

## HIGHLAND COUNCIL

**Committee:** Care, Learning and Housing Committee

**Date:** 14 March 2018

**Report Title:** **Equality Outcomes and Mainstreaming - Progress Report 2017-2019**

**Report By:** Acting Head of Policy

### 1. Purpose/Executive Summary

1.1 The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 requires listed public bodies including Local Authorities, local Education Authorities and Licensing Boards to publish regular progress reports every two years. In 2019, we are required to publish information on:

- progress made towards achieving equality outcomes (revised and published by the Council in 2017);
- how equality is mainstreamed in the Council;
- annual employee information including the progress made in gathering and using the information to better meet the duties of the legislation;
- updated gender pay-gap information.

The purpose of this report is to introduce the Council's progress report on Equalities Outcomes and Mainstreaming Equality. The report outlines the content of the progress report and the key elements we are required to report on. The full progress report can be found in Appendix 1.

### 2. Recommendations

2.1 Members are asked to:

- Consider and agree the Equality Outcome and Mainstreaming Progress Report for the Highland Council (and incorporating the Education Authority and Licensing Board) as detailed in Appendix 1.

### 3. Background

- 3.1 The Equality Act 2010 provides protection from discrimination for people on the basis of the 'protected characteristics' of disability, race, gender reassignment, age, marriage and civil partnership, pregnancy and maternity, religion or belief, sex, and sexual orientation. Section 149 of the Act also places a 'general' public sector equality duty on bodies such as the Council to give 'due regard' in their work to the need to:
- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act
  - Advance equality of opportunity between people who share a relevant protected characteristic and those who do not; and
  - Foster good relations between people who share a protected characteristic and those who do not.
- 3.2 The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 requires listed public bodies including Local Authorities, Local Education Authorities and Licensing Boards to publish and report on Equality Outcomes and Mainstreaming Equality. The regulations also require public bodies to provide regular progress reports, every two years. The Council's Equality Outcomes were reviewed in 2017, and in 2019, we are required to publish information on:
- progress made towards achieving equality outcomes (revised and published by the Council in 2017);
  - how equality is mainstreamed in the Council;
  - annual employee information including the progress made in gathering and using the information to better meet the duties of the legislation;
  - updated gender pay-gap information.
- 3.3 The Equality and Human Rights Commission (EHRC) is responsible for monitoring compliance with the Specific Duties and has established the practice of undertaking reviews of compliance with reporting requirements. Following the most recent analysis of compliance across all listed public bodies (published in December 2017 as part of the Measuring Up suite of reports) a review of the public sector equality duty has been undertaken by the EHRC in Scotland. The Scottish Government has also undertaken a review of the effectiveness of the Specific Duties in 2018. This review explored barriers to implementing the specific duties with a view to implementing any changes during 2019.
- 3.4 The EHRC report, *Is Scotland Fairer?* (2018), finds that while progress has been made in some areas, for some groups it is more limited:
- In 2016 to 2017, women earned on average £1.90 an hour less than men.
  - Women and men are segregated into different sectors of the economy, with women often working in the poorest paying sectors.

- Disabled people are twice as likely to be without work and more likely to live in poverty.
- Ethnic minority graduates are less likely than others to receive the highest level of degree, and less likely to go on to postgraduate study.
- In 2016, 12% of all households with a person with a longterm physical, mental health condition, or illness, required adaptations to their home, a similar proportion as in the previous years.
- Homophobic and religiously motivated crime continues to rise.
- Disabled pupils are almost twice as likely to be excluded from school.

#### **4. Meeting the reporting requirements**

4.1 The Council has a duty to prepare and publish progress reports as a Service Provider, Employer, Education Authority and Licensing Board. The progress report is detailed in Appendix 1. Our equality work is informed by national and local evidence, including engagement with local community groups with an interest in equality and diversity. The report in Appendix 1 outlines progress in the following areas:

##### 4.2 *Mainstreaming Equality:*

The Council is required to report on the progress made to ensure that equality is considered as part of its day-to-day work. This means giving consideration to the three elements of the public sector equality duty in our functions as an employer, when planning and providing services and in decision-making. In doing so:

- Equality becomes part of our structures, behaviours and culture; and
- We can evidence how the Council promotes equality and builds it into its performance framework.

The Mainstreaming update in section 1 of the Appendix provides an overview of how the Council has met this duty during 2017-19 and includes a number of case studies and links to existing reports to demonstrate the range of activities undertaken.

##### 4.3 *Employee Information:*

The Council must publish an annual breakdown of the information collected under its duty to gather and use employee information by protected characteristics and provide details of the progress that it has made in using that information. This information is provided in section 2.

##### 4.4 *Pay Gap information:*

The Council sets out its commitments to Equal Pay in an [Equal Pay Statement](#) which was reviewed in 2017. Since 2013, the Council has been required to publish information on its gender pay gap. This includes the percentage difference among its employees, between men's average hourly pay and women's hourly pay, and is one of the Council's Statutory performance indicators. The Council's pay gap information is published in section 3.

#### 4.5 *Equality Outcomes (2017-2021):*

Section 4 of the progress report provides information on the progress the Council is making towards its equality outcomes. The Council first published its equality outcomes in 2013. As required under the regulations, these were reviewed and refreshed in 2017. This is the first progress report on the Council's new outcomes.

### 5. **Key progress**

5.1 A wide range of activities and data are included in the progress reports. Some key areas of progress include:

5.2 Public Attitudes and awareness:

- *The percentage of adults who feel there is sometimes good reason to be prejudiced against certain groups was 22% in 2018. This is an increase from the previous year, but considerably less than 33% recorded in 2013.*
- *In 2018, 58.7% of Citizen's Panel respondents selected that they would rather live in an area "with lots of different kinds of people", the highest figure recorded for the past five years.*
- *The Council published its first British Sign Language (BSL) Plan in October 2018.*
- *Working with partners, a pilot conversation café was held to address the stigma of mental ill-health in a local community.*

Tackling discrimination, prejudice and safety:

- *There is an increased awareness of the impact of hate incidents and hate crimes in Highland.*
- *Highland Council has improved on its 2017 status in the Stonewall Education Equality Index of 'Most Improved Local Education Authority' and in 2019 is placed 8<sup>th</sup> in the U.K. of those local authorities submitting evidence.*
- *Highland Council and NHS Highland are carrying out joint Equality and Diversity training for staff.*
- *Community Planning Partners focus on mental health includes delivery of joint suicide awareness and the development of a 'Prevent Suicide' APP. A series of 4 seminars on mental health services were presented to Members in 2018.*
- *Development of a Community Impact Assessment checklist to support partners implement the Fairer Scotland (socio-economic) Duty.*

Employment and occupational segregation:

- *The combined gender pay gap has reduced to 5.8% in 2019, from 7.2% in 2017, and 9.3% in 2013.*
- *The percentage of women in the Council in the top 5% of earners in 2017/18 was 51.4%, in 2016/17 it was 51.7%, compared to 47.2% in 2015/16.*
- *A focus on the Mental Health and Wellbeing employees has resulted in the development of training and resources, including over 50 trained Mental Health First Aid volunteers (Mental Health Representatives) who can offer support and*

*comfort to any employee experiencing mental health difficulties.*

## **6. Conclusions and next steps**

- 6.1 The Highland Council Programme recognises that Highland has an increasingly diverse population and we welcome people of all faiths, nationalities and backgrounds who wish to live, study, work or visit here. It is one of our strategic goals to protect the vulnerable in our communities, promote fairness and welcome diversity and our aim is to work with our partners and with our communities to reduce inequality and tackle poverty and discrimination.
- 6.2 We have committed to work with local partners to achieve the above aims. Revised Community Planning arrangements have resulted in the development of the [Highland Outcome Improvement Plan](#) which has a focus on tackling inequality and includes equality of opportunity as a cross-cutting theme. Local partners have a history working together on equality and diversity, and examples of partnership working are found in both the equality outcomes and mainstreaming equality reports.
- 6.3 From April 2018, the Fairer Scotland Duty, under Part 1 of the Equality Act 2010, came into force across Scotland, placing a duty on certain public bodies to 'pay due regard' to how they can reduce inequalities of outcome caused by socio-economic disadvantage when making strategic decisions. Public bodies will also be required to publish written assessments showing how they have fulfilled the duty. Over the past few years, the Council has already introduced consideration of poverty impacts along with the assessment for equality and rural impacts. This places the Council in a strong position to take forward the Fairer Scotland Duty but going forward, there will be a focus on how to embed the Fairer Scotland Duty and align the reporting and assessment requirements with the public sector equality duty.
- 6.4 Our progress reports show the steps taken to mainstream equality into the work of the Council and to identify priority equality outcomes that will have positive impacts on service users, staff and communities. We are aware, however, that this requires continuous improvement in how we embed equality in our activities and decision making; our efforts to raise awareness with staff and members, and also how we take an inclusive approach to engagement and involvement.

## **7. Implications**

- 7.1 Resources: There are no additional resourcing implications arising from this report.
- 7.2 Legal: The Council, Education Authority and Licensing Board have a legal duty to comply with the Public Sector Equality Duty; failure to comply has the potential to result in enforcement action, legal challenge or loss of reputation.

- 7.3 Community (Equality, Poverty and Rural):  
This report provides scrutiny of performance and the actions that have been taken to mainstream equality in our work. As there are no new or reviewed proposals, an impact assessment is not required.
- 7.4 Climate Change / Carbon Clever: There are no climate change/carbon clever implications.
- 7.5 Risk: This report ensures the risk of non-compliance, as detailed above, is addressed.
- 7.6 Gaelic: There are no Gaelic implications.

Designation: Acting Head of Policy

Date: 05 March 2019

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Background Papers:

EHRC, [Is Britain Fairer \(2018\)](#)

EHRC, [Technical guidance on the Public Sector Equality Duty: Scotland \(2013\)](#)

Appendix 1: Highland Council Mainstreaming Equality and Equality Outcomes Progress Report

# MAINSTREAMING EQUALITY AND EQUALITY OUTCOMES PROGRESS REPORT 2017-2019



**March  
2019**

**THE HIGHLAND  
COUNCIL**

This is the Mainstreaming Equality and Equality Outcomes progress report on behalf of the Highland Council, Highland Education Authority and Highland Licensing Board, as required by specific equality duties in Scotland. The report aims to demonstrate the continuing commitments of the above bodies to advance equality and shows how we build equality into our work through activities and case studies.

## Highland Council

### Equality Mainstreaming and Outcomes Progress report 2017-2019

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### **Introduction and Context**

The Highland Council's Programme recognises that Highland has an increasingly diverse population and we welcome people of all faiths, nationalities and backgrounds who wish to live, study, work or visit here. It is one of our strategic goals to protect the vulnerable in our communities, promote fairness and welcome diversity. We aim to work with our partners and with our communities to reduce inequality and tackle poverty and discrimination.

The Council's work on equality supports the aims that in Highland:

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

This report details the Council's progress to date towards achieving its current equality outcomes (2017-2021). It also sets out our work since 2017 to mainstream equality into the day-to-day activities of the Council, the Education Authority and Licensing Board and contains specific new and ongoing examples of activities and case studies of how the Council has sought to embed equality in its work and further actions planned to support this work.

In recognition that no single organisation can make the positive differences required to advance equality for certain groups, the achievements in this report are supported by a strong focus on partnership work. Tackling inequality is central to the new community planning arrangements in Highland. This provides opportunities for partners to take account of particular issues faced by equality groups when addressing poverty and exclusion.

This report covers the progress of Highland Council, Education Authority and Licensing Board for the period 2017-19 in four sections:

1. [Mainstreaming Equality Progress](#)
2. [Employee Information](#)
3. [Pay Gap Information](#)
4. [Progress towards achieving Equality Outcomes 2017-2021](#)

### Legal context and requirements

#### Public Sector Equality Duty:

The Equality Act 2010 introduced a new Public Sector Equality Duty (or 'General Duty') requiring public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act.
- Advance equality of opportunity between those who have protected characteristics and those who do not.
- Foster good relations between those who have protected characteristics and those who do not.

These requirements apply across the protected characteristics defined in the Equality Act of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

#### The Scottish Specific Equality Duties:

The Scottish Government introduced the Equality Act 2010 (Specific Duties) (Scotland) Regulations in 2012. The specific duties are intended to enable better performance of the general duty and apply to listed public bodies which include Local Authorities, Local Education Authorities and Licensing Boards. The specific duties include requirements to:

- Report progress on mainstreaming the equality duty.
- Publish equality outcomes and report progress.
- 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.
- Publish in a manner that is accessible.

#### Fairer Scotland Duty:

Part 1 of the Equality Act 2010 came into force in Scotland from April 2018 and places a legal responsibility on particular public bodies in Scotland to 'pay due regard' to how they can reduce inequalities of outcome caused by socio-economic disadvantage when making strategic decisions. This duty is now known as the Fairer Scotland Duty.

The duty requires public bodies to publish written assessments showing how they fulfil the new duty. Prior to the introduction of the duty, Highland Council already gave consideration to poverty and rural impacts, along with equality impacts, particularly in relation to budget setting proposals. Further work will be required to implement the Fairer Scotland Duty and align it to the public sector equality duty and reporting responsibilities.

### Local context

#### Background:

Highland Council provides essential services in the largest geographical region in Scotland. Covering a third of the landmass of Scotland and with a population of 233,000 people, it is one of the largest employers in the area with approximately 10,000 staff.

Highland has an older population when compared to the rest of Scotland. 21.3% of the population of Highland is over 65, compared to 18.5% of Scotland. According to the Census 2011, 18.6% of the Highland population report having a long-term illness or disability.<sup>1</sup> In 2017, the employment rate for those classed as disabled under the Equality Act 2010 definition was 49.3% in Highland compared to 81% of the general working population. This compares to Scotland-wide employment rates of 45.4% for disabled people and 74.3% of the general working population.<sup>2</sup>

Highland has a less diverse population than other areas of Scotland; most people identify as having a 'white' ethnic background. The minority ethnic population of Highland in 2011 was 1.4% of the total, up from 0.8% in 2001, but compared to 4% for Scotland overall. Highland has a higher than average Polish population (1.48% compared to 1.16% in Scotland).<sup>3</sup>

In the development of the Council's equality outcomes and mainstreaming activity, consideration was given to local and national data, feedback from local equality groups and national equality priorities including strategies to tackle gender-based violence, prejudice-based incidents and increasing diversity in leadership and workforce participation.

Socio-economic status also impacts on equality. There is evidence in Highland, as elsewhere in Scotland, that people with low income have poorer physical and mental health and that in some instances people living in the most income deprived areas have a lower average life expectancy than those living in the most affluent communities.

#### Working with partners:

The Highland region generally offers a good quality of life to people who live here. However, Community Planning Partners recognise that the poorest and most disadvantaged people in Highland can face significant inequalities. The Highland Outcome Improvement Plan was developed to tackle the issues that lead to inequalities. To address barriers arising from protected characteristics, equality of opportunity is a cross-cutting theme of the Plan.

Since 2012, the Council and NHS Highland have worked towards the integration of health and social care. The Highland Health and Social Care Partnership (Highland HSCP) adopted the lead agency model, under which Highland Council assume

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<sup>1</sup> Census Scotland 2011.

<sup>2</sup> Regional employment patterns in Scotland: statistics from the Annual Population Survey 2017.

<sup>3</sup> Census Scotland 2011.

responsibility for children's care and services and NHS Highland assume responsibility for adult health and social care.

Examples of partnership working are used throughout the mainstreaming section of this report and in the development of shared equality outcomes.

# **Section 1: Mainstreaming Equality Progress, 2017-2019**

## **Introduction**

Mainstreaming simply means integrating equality into the day-to-day work of the Council - taking equality into account in everything we do as an employer, when planning or providing services, and when making decisions. The Council, Education Authority and Licensing Board must report on how equality is mainstreamed into their work at intervals of not more than two years.

Mainstreaming equality is an organisational responsibility, requiring leadership and awareness to both promote equality and challenge unfair practices and prejudice. It can be demonstrated, for example, through undertaking equality impact assessments, by ensuring that equality features in business planning processes, committee or other decision-making reports and other policy development mechanisms. In doing so:

- Equality becomes part of our structures, behaviours and culture; and
- We know and can demonstrate how the Council promotes equality and builds it into continuous improvement and better performance.

Previous Mainstreaming Equality reports:

- [Mainstreaming Equality 2015-2017](#)
- [Mainstreaming Equality 2013-2015](#)
- Mainstreaming Equality 2013

## **Leadership, decision making, performance and attitudes**

The Council's Programme – Local Voices, Highland Choices – presents a vision to be an Ambitious, Sustainable and Connected Highland and the key priorities for the organisation for 2019-2022. It is a strategic goal of the [Council's Programme](#) to protect the vulnerable in our communities and promote fairness and welcome diversity, and a key priority within the programme is that:

*Through the Highland Outcome Improvement Plan, (we will) work with our partners to tackle poverty and inequality and explore ways of improving mental health crisis response and suicide prevention.*

Alongside the Programme, the Council's Change Programme, A Sustainable Highland, sets out how the Council intends to use its resources in a sustainable way. The Change Programme will ensure that key strategic priorities are delivered effectively and have appropriate oversight, resourcing and management. Key improvement priorities within the Change Programme which look to promote diversity and equal opportunities include: transport services review; placement services review (improving outcomes for Looked After Children); and transforming the delivery of additional support needs in schools.

The Council's draft Corporate Plan for 2019-22 will be considered at the Council meeting on 7 March 2019. The Corporate Plan integrates the strategic and operational priorities of the organisation along with the improvement priorities from the Change Programme and the Council's Programme priorities. It sets out the measures and actions required to deliver and monitor the Council's priorities for 2019-2022. The draft Corporate Plan contains several key outcomes which will support and promote diversity and equal opportunities. These include outcomes relating to: supporting older people within communities; transforming care at home services; tackling poverty and inequality; transforming the approach to supporting children with additional support needs; improving outcomes for Looked After Children; working to reduce transport as a barrier to accessing opportunities.

The [Highland Outcome Improvement Plan](#) provides a framework for Community Planning Partners to tackle inequality, and incorporates equality and inclusion as a cross-cutting theme.

The Council has a range of formal performance reporting mechanisms which refer to progress on equality, including:

- [Council's Annual Performance Report](#)
- [Annual Public Performance Report](#)
- [Council and Committee Reports](#)
- [Local Government Benchmarking Reporting \(SPIs\)](#)

Key performance indicators Include:

- Percentage of women in the top 5% of earners in the Council.
- Gender Pay Gap.
- Views on prejudice.
- Attitudes to Diversity.
- Concerns and awareness of hate crime.

## Summary of performance, attitudes and views:

### Local Government Benchmarking

There are two equality indicators included in the [Local Government Benchmarking Framework](#); these are gender balance in more senior posts and Gender Pay Gap information.

	2017-18	Ranking	2016-17	Ranking	2015-16	Ranking
%-age women in top 5% of earners in the Council	51.4	23	51.7%	17	47.2%	26
Combined Pay Gap	7.2%	26	7.2%	25	8.6%	25

The combined Pay Gap calculation in 2019 shows an improving decrease at 5.8%. However, this information is not yet published as a Statutory Performance Indicator. Further details on the Council's pay gap are found in Section 3.

### Public Performance Survey: Attitudes to Equality, Diversity and Hate Crime

#### Views on Prejudice

Annually, through its Public Performance Survey, the Council seeks views on attitudes to prejudice and diversity. This has allowed examination of trend data and to understand changes in attitude. In 2018, three quarters (77.7%) of respondents selected "Highland should do everything it can to get rid of all kinds of prejudice in 2018, slightly lower than that reported in 2017 and 2016 (81.6%).

	2018	2017	2016	2015	2014	2013	2012	2011
Highland should do everything it can to get rid of all types of prejudice	77.7	81.6	81.6	75	76.8	73.6	70.4	66.9
Sometimes there is good reason for people to be prejudiced against certain groups	22.3	18.4	18.4	25	23.2	26.4	29.6	33.1

#### Diversity in the Community

Over the previous 8 years, survey responses have demonstrated that people are more likely to support diverse communities: 59% would prefer to live in an area "with lots of different kinds of people", an increase compared with 2017 (53%) and with 47%, when the question was first asked in 2011.

Would you prefer to live in an area:	2018	2017	2016	2015	2014	2013	2012	2011
With lots of different kinds of people	59%	53%	56%	58%	52%	52%	52%	47%
Where most people are similar to you	41%	47%	44%	42%	48%	48%	48%	53%

### Concerns about hate incidents or hate crime

For all protected characteristics, in 2018 there is an increase in the percentage of people expressing a concern about hate crime. The survey indicates that there is an increased awareness of the impact of hate incidents and hate crimes in Highland, with 77.7% selecting “yes” to this question – higher than any previous year.

Are you aware of the negative impact that hate incidents can have on people in Highland?						
	2018	2017	2016	2015	2014	2013
Yes	78%	73%	71%	73%	71%	60%

Where the Public Performance Report identifies differences in responses or views between particular groups, these are noted. This helps the Council to consider whether there are particular actions that are required in how we provide our services. Examples of differences in responses include:

#### Online services:

- Younger people were more likely to use an online service provided through the Council’s website: 16-34 (89%); 35-44 (64%); 45-64 (66%); 65+ (48%).
- People who identified as disabled were less likely to use any of the Council’s online services (49%) compared to people who said they were not disabled (60%).

#### Influence on decision making:

- People aged 35-44 were most likely to feel they had influence over decision making (30%) with those aged 16-34 feeling they have the least influence (14%).
- People who identified as disabled were less likely to feel they had influence over decision making (17%) compared to those who said they were not disabled (24%).



Satisfaction with specific services:

- People aged 65+ are more satisfied with swimming pools than people aged 16-34.
- People with disabilities are less satisfied with other sports facilities (not swimming pools).
- Satisfaction with libraries increases with age.
- Satisfaction with public parks and open spaces increase with age.
- People aged 65+ are more satisfied with refuse/ bin collection
- People aged 45+ are less satisfied with public toilets than those aged 16-44.
- People with disabilities are less satisfied with burials and cremation services.
- Females are more dissatisfied with Care at Home services than males.
- People with disabilities are less satisfied with residential homes for the disabled/ elderly people.

Governance of equality issues is primarily through the Council's Care, Learning and Housing Committee. Relevant matters are also brought to other committees, for example:

- [Corporate Resources Committee](#): staffing matters.
- [Care, Learning and Housing Committee](#): reports on Education and Additional Support Needs, Looked After Children; Affordable Housing; Welfare Reform, Poverty and Inequality.
- [Environment, Development and Infrastructure Committee](#): employability work.

Equality activity is overseen and monitored by the following key groups:

- Officer working group to support corporate and service-led equality work.
- The Council's Care and Learning Service has an Equalities Improvement Group and an LGBTI+ sub-group, with a focus on Education.
- Poverty and Inequalities Working Group.
- Mental Health and Wellbeing Working Group.
- Partnership Equality and Diversity Group.

### ***Leadership, decision making, performance and attitudes – key actions going forward***

November 2018 saw the launch of a new approach to involving and engaging the public in a budget setting process and in identifying and shaping Council priorities – **Your Voice, Your Council, Your Future**. This signalled the start of a new approach to listening to and working with our staff and communities and establishing a more connected Highland. A key message from communities has been the importance of hearing local voices and changing the relationship with the Council.

A key action going forward is to ensure the voices of equality groups and more vulnerable groups of citizens across Highland are heard as part of this process.

### **Building equality into our work (services and information)**

Highland Council delivers a wide range of services and functions across the largest local authority in Britain in terms of geography, much of which is largely rural. The population of Highland has been rising steadily in recent decades and we have an ageing population which brings with it the likelihood of an increasing prevalence of age-related disability. Highland does not have as diverse a population as Scotland as a whole, with a relatively small minority ethnic population.

The Council has taken a number of steps to remove barriers to accessing information and to services. Some of these actions are reported in Section 4, setting out our progress towards achieving equality outcomes. Others are reflected in case studies. From responses to particular questions in the annual Citizen's Panel Survey responses, we know disabled people are less likely to show satisfaction with access to certain services.

#### **Community Impact – Equality and Fairer Scotland Duties:**

Council services should ensure that any new, reviewed or revised plans, policies, practices and decisions are considered for potential equality and socio-economic impacts on communities at an early stage, including budget decisions and procurement exercises. From April 2018, the duty to consider socio-economic impact at strategic level (the Fairer Scotland Duty), including major procurement exercises came into force. The Council has previously introduced a commitment to consider rural and poverty impacts and there is further work needed to integrate the impact assessment approaches. Together with partners, the Council has produced a community impact checklist to support local community partnerships.

#### **Procurement:**

In November 2017, a Joint Procurement Strategy was formed between Highland, Aberdeen City and Aberdeenshire Councils to form the Commercial and Procurement Shared Service. The strategy is aligned to the wider Public Sector Reform Agenda i.e. delivering public services that are agile, affordable, rise to the challenge of tackling inequalities, support economic growth across Scotland, and empower communities to take responsibility for their own actions. Where appropriate, equality considerations are built into how we procure our goods and services. A Method Statement has been developed, reflecting the full range of protected characteristics under the Public Sector Equality Duty.

#### **Communication and information:**

We know that some people face barriers to accessing our services where their first language is not English. The Council continues to manage and monitor services to enable our staff to engage with customers in such situations through contracts for face-to-face and telephone interpretation and the delivery of communication support services for Deaf customers who use Sign Language (primarily BSL). Polish continues to be the main language where interpretation is required, along with the new demand for Arabic as a result of arrival of Syrian Refugee families. Other

regular requirements include Latvian, Bengali, Russian, Portuguese and Romanian. During 2017-18, interpretation was provided for 20 languages:

- Face to face language interpretation was provided for 1092 appointments.
- Telephone language interpretation was provided for 123 appointments.

ESOL (English for Speakers of Other Languages) support is delivered through the Council's arm's length Culture and Leisure provider, High Life Highland.

The Council continues to manage communication support for D/deaf and hard of hearing customers to access its services and those of NHS Highland, primarily BSL/English interpretation. During 2017-18:

- BSL/English interpretation was provided for 450 appointments.

All corporate communications include a statement to inform customers that they can request documents in alternative formats.

Information on the Council's website incorporates a range of accessibility features and the Council continues to develop digital solutions, increasing the use of video conferencing and teleconferencing to address communication.

### **Supporting vulnerable groups**

The Council is committed to providing specific support to a range of groups where there are particular needs or service requirements. These include:

#### *Looked after Children:*

Work continues to redirect resources to develop services locally in Highland for Looked After Children and to address their education outcomes. Developments and progress are highlighted in [Placement Services Change Programme Updates](#). The Council aims to improve outcomes for Looked After Children and young people and achieve better value from resources to support them and this is a key outcome in the Council's draft Corporate Plan for 2019-22.

#### *Supporting older and disabled people to live independently:*

The Housing Revenue Account Capital Programme funds £1.1m of adaptations to enable households a family member with a disability or mobility issue to remain in their existing homes. This supports our older people and disabled people to live independent lives for longer in their communities. Funding to provide aids and adaptations is ring-fenced and provided at local level, for example, funding for improvements to [Ross-shire](#) homes. The Council is committed to work with NHS Highland to continue to shift the balance of care to more community settings and to improve the arrangements and outcomes for young adults with care needs transitioning to NHS care and support.

### *Poverty, Inequality and Welfare Reform:*

The Council maintains a focus on child poverty and will publish its Local Child Poverty Action Plan along with NHS Highland in June 2019. There continues to be a focus on mitigating the impacts of welfare reform, including the provision of Discretionary Housing Payments administered by local authorities and positive outcomes for local young people being achieved via the framework that is in place for the Scottish Welfare Fund. ESF funding for a Poverty and Social Inclusion Programme has been successful; one project with a specific focus on families and the other on supporting individuals with multiple barriers to re-engage with services. Case studies on these projects are outlined below.

### Case study: **ESF Move On and Money+ Projects**

**Money +:** An example of improving local public service has been around the theme of Reducing Child Poverty, which is a key aspiration of The Highland Council. Taking a preventative approach, the project reaches out to families through school, early years or community settings and provides money management, financial inclusion and income maximisation advice and support to families with children who are identified as being at risk of or experiencing poverty across Highland. The second phase of the project will aim to provide community led groups with grant funds towards tackling food insecurity and out of school hunger.

**Move On:** The objective is a targeted, problem solving approach in relation to individuals or families with multiple barriers, and who continue to disengage with a number of services across Highland. The Move on Project aims to link and coordinate services by working together and change approaches to meet the needs of each non-engaged service user.

The aim is to change the experience of service users with the greatest barriers in life, and by doing so aim to reduce homelessness; maximise household incomes; develop individual financial capability and alleviate financial stress; by empowering to build resilience and life skills; and move towards more positive outcomes with a key focus on volunteering work, educational training and potential employment opportunities. Particular approaches will be developed to encourage engagement in areas with no work, multiple deprivation, lone parenting and low income levels – both for rural and urban locations.

### *Employability:*

Inclusive growth should be a means by which economic growth benefits everyone. The Employability Team is part of the Council's Economy and Regeneration section. The team help young people who have left school but are not in work or studying, and adults who are seeking work but need support to overcome barriers to employment; for example, due to physical disability or mental ill health, care responsibilities, experiences of care, and socio-economic reasons. To achieve this, the team also works with partners, businesses, and internally with Council Services,

to create jobs. Regular reports are presented to the Council's [Environment, Development and Infrastructure Committee](#).

### Case study: **Employability**

Recognising that reports on data alone do not show the life-changing impact that employability services can have on a supported individual, their report to committee in November 2018 highlighted case studies:

- As a result of complications arising from debilitating disability, an individual was no longer able to work in his preferred sector. Following employability and personal development support delivered by the Shirlie project under contract from the Council's Employability team, the individual has found employment in his industry of choice albeit in a different role.
- A single parent with 4 children faced barriers to employment, including caring responsibilities, lack of work experience/qualifications/confidence, and poor mental health. With support delivered by Merkinch Partnership, under contract from the Council's Employability team, the individual is applying for jobs and has improved skills, confidence and wellbeing.
- A Looked After Young Person left school with low skills and limited/no work experience and had care responsibilities as a single parent. Following engagement with the 'Family Firm' approach, a Youth Trainee work placement was completed and a Modern Apprentice opportunity within the Council was identified and secured.

Further details on the case studies are available [here](#).

### ***Building equality into our work – key actions going forward:***

- *Developing an effective approach to align Equality and Socio-economic impact assessments.*
- *Work with the Scottish Government and partners to design, resource and deliver a new Highland Employability Service.*
- *The Highland Licensing Committee intends to explore having a list of designated Wheelchair Accessible Vehicles (WAV's) during 2019.*
- *We will improve outcomes for Looked After Children and young people and achieve better value from resources to support them.*

### Engaging and involving communities

The Council, Education Authority, and Licensing Board use a wide range of methods to engage with communities in Highland. This includes surveys, a Citizen's Panel, formal and informal consultation with groups, consultations with elected members, a Licensing Forum, Community Councils, Local Community Partnerships, pupil and parent engagement in schools, tenant engagement, and our day-to-day contact with customers. Social media and other forms of digital data gathering are being increasingly used and explored, providing practical alternatives given the geography of Highland.

New approaches to engaging with local communities are emerging, as evidenced in the 2019/22 budget preparations, which involved a wide range of meetings with staff and community groups across the region, to listen to local views and suggestions. [Your Voice - Your Council - Your Future.](#)

New ways of engagement are also being explored with Partners at local level, with the aims of tackling inequalities and improving local outcomes through the Community Partnership structure.

In Highland, there are no umbrella networks to provide a single, representative voice for any of the individual equality strands. However, the Council maintains a database of contacts for a wide range of local groups with an interest in equality and diversity. The information is shared with partner agencies and provides a valuable network of contacts to ask for views on equality related issues.

There is continual engagement with the groups on the equality contacts database, with email alerts regularly sent by the Council containing updates on local events, consultations and funding opportunities.

#### Case study: **Development of the Council's BSL Plan**

The Council published its first [British Sign Language \(BSL\) Plan](#) in October 2018. Much of the engagement work was led by the Council and involved local partners, including those with no requirement to prepare BSL Plans but who were also interested in the views of BSL users.

#### **BSL Plans drop-in event**



Engaging with the deaf community in Highland along with partners helped to avoid duplication of effort and maximise resources. A range of engagement methods were used during March – July 2018:

- A focus group held for young BSL users in school.
- A drop-in event in Inverness, well attended by BSL users and their families.
- A focus group with adults in Wick.
- A survey which could be completed online or in paper format.
- Comments were also welcomed by email and through video clips.



BSL/English interpreters provided support at the events, and the survey and draft Plan for consultation were available in BSL format (video clips) on the Council website. The resulting feedback ensured that the Council's Plan was informed by the experiences and priorities of local BSL.

### Case study: **Tenant Engagement**

The Council is committed to promoting innovative tenant and customer engagement opportunities throughout the Highlands and to providing knowledge, information and training to staff and tenants to influence positive change. Recent developments in tenant participation include events aimed at older tenants in partnership with other relevant services and pilot youth development projects. A Highland Tenants Scrutiny Panel has been set up to scrutinise services from a tenant perspective. Their first Scrutiny exercise reviewed the Council's complaints process and made a number of recommendations for improvements. Their second area of scrutiny will be the provision of Aids and Adaptations.

Looking ahead, the tenant participation team aims to:

- Establish a Homelessness Forum to obtain better feedback from service users to help us deliver our homeless services.
- Work with colleagues in Care and Learning to build on existing youth forum arrangements to engage with young people and support them to consider their housing choices.

Meet with residents on Gypsy/Traveller sites to carry out preliminary engagement, with a view to building a more structured approach to discussions about site standards, rent levels and future developments.

Further details can be found in the report to Care and Learning Committee on 6 December 2018 on [Tenant Participation and Engagement Update](#).

### Case study: **Access Panels**



There are eight Access Panels in the Highland Council area made up of volunteers who work to improve physical access and wider social inclusion in their local communities. The Panels have regular contact with Planning and Building Standards staff and others regarding the built environment, but also engage with the Council in other ways to raise awareness of access issues.

A number of the Panels engage with local schools to raise awareness of disability and access issues with pupils.

Councillors have taken part in access challenges in [Inverness](#) and [Skye](#)

Working with the Nairn Access Panel, Councillors agreed to increase the funding available for [projects related to improving access](#) to shops and eligible High Street properties.

### ***Engaging and involving communities – key actions going forward***

- *Ensure that equality and inclusion are embedded in future strategic engagement strategies.*
- *Annual engagement with the Deaf community on progress with the BSL Plan.*
- *City centre developments in Inverness will continue to involve engagement with disability groups to inform the accessibility of proposals.*



## Awareness and Promotion of Equality

A range of methods are used to raise awareness of, and to promote, equality with employees, Members and communities, from specific initiatives and events to the use of social media.

Increasing social media is used to promote activities and events and to circulate information both internally and externally. Traditional means such as press releases and committee reports continue to be used. The Council also uses webcasting of public meetings to improve public access to meetings and information.

Since the last mainstreaming report in 2017, the Council's work with partners and communities to reduce inequality and tackle poverty and discrimination has had a specific focus on mental health and wellbeing. This focus has involved raising awareness with staff, Members, partners and wider communities. Our approach to raising awareness of equality with staff is further detailed in Section 2, Our Role as an Employer.

### Case study: Raising Awareness of Mental Health and Wellbeing

**Members:** During 2018, four seminars on Mental Health and Wellbeing were held at the request of elected Members to improve their understanding of local challenges in acute mental health services and consider key actions to take forward. The seminars covered:

- Acute mental Health Services in Highland.
- Role of Mental Health Officers; Advocacy support; experiences of service users.
- Information on a range of community-based support.
- Council's role as an employer, and support to children, families and schools.

**Staff:** The Council has developed an online Mental Health and Wellbeing staff Toolkit which is continually updated and provides employees with advice about caring for their mental health and wellbeing, and management guidance/tools for supporting colleagues. The impact of the introduction of a team of Mental Health Representatives is described in a later case study. Regular messages are posted on the Council intranet encouraging people to have conversations about Mental Health, for example, Time To Talk Day and World Mental Health Day.

**Partners and Communities:** Mental Health and wellbeing is one of five priority themes for Community Planning Partners in the [Highland Outcome Improvement Plan](#). Under this theme, partners agreed that suicide prevention would be a breakthrough achievement during 2018-19, and committed partners to deliver Suicide Intervention and Prevention Programme training to CPP staff, with a target of 500 staff receiving training over the year, and to develop a [suicide prevention App](#).



Links showing how the Council supports and promotes of local events and activities to raise awareness of equality and diversity, and tackle prejudice are found throughout this report, some additional examples include:

- [Inverness school pupils to get STEM career inspiration](#)
- [Council to fly Rainbow flag in support of Proud Ness parade](#)
- [Council encourages staff to look after their mental health at work.](#)
- [New homes for wheelchair users completed in Inverness](#)
- [Council has supported Holocaust Memorial Day events in 2018 and 2019](#)
- [International Day against Homophobia, Transphobia and Biphobia](#)
- [Pupils raise Councillor's awareness in support of people with Dementia](#)
- [Advising survivors of domestic abuse how to vote safely](#)
- [Trading Standards advise BSL users about bogus callers](#)
- [Dingwall academy pupils Youth Philanthropy Initiative winners support Rape and Sexual Abuse Service Highland](#)
- [Nairn Academy receives LGBT Bronze Charter Award](#)
- [Raising awareness about hate crime](#)
- [Disability Confident event at Inverness Town House](#)
- [The Highland Council agrees its first British Sign Language \(BSL\) Plan](#)
- [Purple Friday](#)



### ***Awareness and Promotion of Equality – key actions going forward:***

- *A focus will be maintained on raising awareness of mental health and wellbeing and challenging stigma and prejudice.*
- *This focus on mental health and wellbeing will include further work with partners to train staff on Suicide awareness.*
- *The Council's BSL Plan includes a number of actions to raise awareness of BSL, such as promoting staff training and the use of the video relay service ContactScotland-BSL.*

## Partnership Working

There is a history of partnership working on equality and diversity issues in Highland. Equality leads in the main public bodies meet on a regular basis to share information and work in collaboration wherever possible. Examples of partnership working on equality and diversity include the following:

- Procurement of face-to-face interpretation services.
- Raising awareness of hate incidents and hate crime.
- Communication support for people who are Deaf or hard of hearing.
- Violence Against Women strategy.
- Engagement with the Deaf community to develop BSL Plans.
- Supporting New Highlanders – work with Syrian refugee families.
- Joint Equality and Diversity training with NHS Highland.
- Mental Health and Wellbeing work, including suicide awareness.
- Development of a partnership community impact checklist.
- Let's Get On With It Together – work with third sector partners to support people, including Council employees, living with long term conditions.

### Case study: **Life-limiting conditions, Palliative Care, Loss, Bereavement, and Trauma Support Pack**

A Highland partnership project that initially aimed to support children and young people attending school with life-limiting conditions is being adopted across Scotland as guidance for parents, teachers and health professionals dealing with children facing unforeseen traumatic events and bereavement. The partnership went on to win a COSLA Silver Award

The partners who include; Highland Council, NHS Highland, Children's Hospices Across Scotland (CHAS), and Crocus created the "[Life-limiting conditions, Palliative Care, Loss, Bereavement, and Trauma Support Pack](#)". This powerful new toolkit combines web resources, health services, support groups and beyond.

### Working together to raise awareness of hate crime and incidents



Partners in Highland raise awareness of the impact of hate crime and different ways to report it under the Hate Free Highland (HFH) campaign. During 2017-19, partners attended events with the HFH banner and materials including a [Hate Free Highland Conversation Café](#) organised by Police Scotland, taking a stand at the Proud Ness event in Inverness, Inclusion Scotland conference and Highland Multicultural Friends Community Day.

Police Scotland and Highland Council jointly delivered training for refreshed Third Party Reporting Centres in Highland.

### Case study: **Conversation Café Fortrose**

The Choose Life working group is made up of a variety of agencies including Police, Highland Council, NHS Highland, the Highland Alcohol and Drugs Partnership, as well as a number of third sector agencies. Their key objectives are to reduce suicidal behaviour in high risk groups and provide support to people affected by suicide and providing education and training.



In response to concerns raised in the Black Isle area, the Highland Choose Life Partnership held a Conversation café in June 2018. This event gave people in the local community the space to come together and start conversations about their personal wellbeing and the wellbeing of those within their communities.

Following on from the event, work has continued with discussions taking place with local Community Councils, activities with pupils and staff at Fortrose Academy, and with the wider community to map out local initiatives.

### **Partnership working – key actions going forward:**

- *Continue to promote the Hate Free Highland campaign with partners, including the refresh of promotional materials and further Third Party Reporting Centre Training.*
- *Continue with the partnership focus on mental health and wellbeing.*
- *Continue to develop and deliver equality and diversity training jointly with NHS Highland and apply the approach to specific strands, eg LGBTI+, mental health and wellbeing.*

### Mainstreaming Equality in Education Services

Education Services in Highland are part of the Council's Care and Learning Service. There is a commitment to ensuring that the promotion of equality, diversity and children's rights is central to the Council's work with children, young people and families. Equality work in Education is progressed and monitored by an Equalities Improvement Group which is represented on the cross-service equalities group.

Within Education, the principles of equality, inclusion and children's rights are an integral part of the delivery of the Curriculum for Excellence. Highland Council is the lead agency for the delivery of wider children's services and the same principles also underpin the Highland Practice Model, which is based on *Getting it right for every child (GIRFEC)*, and are reflected in the Integrated Children's Plan, '[For Highland's Children 4](#)'

A whole school approach to equality is encouraged and all schools are expected to demonstrate their commitment by adopting an equality and diversity policy, supported by a toolkit and guidance.

Much is in place to meet the individual needs of pupils to access education. The Highland Council's Accessibility Strategy 2016-19 sets out plans to continually improve access to education for disabled pupils. Under Additional Support for learning legislation, support is provided in schools for children and young people who are assessed as having Additional Support Needs due to learning difficulties, physical disabilities, visual impairment and hearing impairment.

The need to review how the Council delivers additional support in schools was recognised through a redesign review carried out in 2016. The implementation of changes arising from this are now being brought forward as part of the Council's Change Programme, with a particular focus on benchmarking the level of support required across all Associated School Groups. The aim is to transform ASN services to enable schools to better meet the needs of children, so that resources are allocated equitably and meet the needs of children and young people. The Council's focus is on embedding professional practice and competence within the school system, enabling Highland schools to build capacity in the classroom to identify and respond appropriately to needs in an inclusive way.

English as an Additional Language (EAL) Service is delivered in schools according to need for children and young people who are learning English as an additional language, including those in families newly settled in Highland under the Syrian Resettlement Programme.

An integrated services approach is used to ensure consistency of approach in meeting the educational needs of children who experience interrupted learning, including those from Gypsies/Traveller families.



Prejudice-based bullying is incorporated in a revised policy and guidance for Positive Relationships and Bullying in schools. The review of the policy was undertaken by pupils based in Skye and this approach will be used for the review of other equality related policies. A bi-annual Lifestyle Survey asks questions about perceptions of bullying in schools, and homophobic bullying has been identified as a particular concern. Specific work has been undertaken to tackle homophobia and transgender issues. The survey also asks questions about gender stereotypes and mental health and wellbeing.

The Care and Learning Service also has national commitments to reducing attainment gaps, provides support to Looked After Children, provides Early Years and Childcare Services, and delivers Children's Mental Health Services. The Council's revised Corporate Plan (March 2019) includes aims to:

- Transform the approach to supporting children with additional needs adopting a whole system approach to wellbeing and inclusion.
- Improve outcomes for Looked After Children and young people and achieve better value from resources to support them.
- Extend free child care across the region to support families and embed early years services within the school system to improve outcomes.

Highland Council is currently working towards becoming an Adverse Childhood Experiences (ACE) Aware Council in recognition that adversity and trauma in childhood can have long lasting and extensive impacts on lifelong physical and mental health and wellbeing. One of the initiatives to support this work is the development of the My World of Wellbeing project where teachers work with middle primary and older children to develop their understanding of what it means to be Safe, Active, Nurtured, Achieving, Respected, Responsible and Included.

Schools across Highland are involved in a wide range of opportunities to increase their understanding of, and to promote, equality and diversity work such as raising awareness of domestic violence, challenging gender stereotypes, anti-racist work, involvement in Holocaust Memorial Day events, promoting LGBTI+ equality, and raising awareness of children's rights. This section includes a small selection of recent case studies to demonstrate equality work in schools.

### Case Study: **LGBTI+ Education and Inclusion**

In 2017, Highland Council was delighted to receive the Stonewall Education Equality Index award of [most improved Local Authority](#) in the UK. The Authority has since improved further to be placed in the [top ten in the 2019 Index](#), coming 8<sup>th</sup> in the U.K. of those local authorities submitting evidence. This work is supported by the LGBTI+ sub-group of the Care and Learning Equalities Improvement Group which has led a number of activities to raise awareness of homophobia and also to support and empower LGBT young people in Highland schools:



- September 2018, Nairn Academy receives [LGBT Bronze Charter Award](#).
- The LGBTI+ sub-group and pupils present at the Northern Alliance Learning Festival, the Scottish Learning Festival and take part in a major Pride event in Inverness.
- November 2018, the [Scottish Government LGBTI Inclusive Education Working Group](#) report on achieving LGBTI+ inclusion in education across Scotland opened with a poem from Jo Fitzpatrick, a pupil at Nairn Academy.
- Schools across Highland are made aware of LGBT History Month resources.
- The LGBTI+ sub-group supports a number of youth groups and school groups.
- Activities are regularly promoted in the [LGBTI+ sub-group Twitter Page](#).

### Case study: [Anti-bullying guidance developed by young people in Highland](#)



In June 2018, The Highland Council Care and Learning Service launched their new 'Positive Relationships and Bullying Prevention Policy and Guidance'. This is the first Care and Learning Policy which has been developed by young people across Highland from initial consultation through to its launch.

The [guidance](#) aims to assist schools to establish and maintain a safe and emotionally literate environment, free from threats or fear or harassment, and to help them manage, systematically, incidents of bullying whether or not it is prejudice based. Young people from the Misty Isle Youth Forum on Skye consulted with young people from across Highland to create the new policy and guidance.

### Case Study: **Rights Respecting Schools**

Cradlehall Primary was the first Highland school to receive a UNICEF Gold Award as a Rights Respecting School, and they were presented with this in June 2018 by Drew Hendry MP. A number of other Highland schools have achieved 'silver' status and are working towards the Gold Award.



The UNICEF UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. In Rights Respecting Schools children's rights are promoted and realised, adults and children work towards this goal together. The gold award is the highest level, and is granted to schools that have fully embedded the principles of the UN Convention on the Rights of the Child into their ethos and curriculum.

### Case study: [BSL and the 1+2 Language Initiative](#)

The Scottish Government launched the 1 + 2 Policy approach to increase the number of pupils taking languages to exam stages in schools where the mother tongue plus 2 other languages are introduced at Primary. Highland Council agreed that one of the languages introduced from Primary 5 on could be British Sign Language (BSL) giving an opportunity to mainstream BSL into schools where there is not a deaf pupil.



Highland Deaf Education Service were tasked with producing a fun, interactive pack to deliver BSL in upper Primary school. The pack is the first of its kind and has been widely praised and is in demand from schools across Highland. The work of the Deaf Education Service is central to the commitments in the Council's first BSL Plan (2018-24).

### Case study: **Mental Health and wellbeing work at Fortose Academy**

Fortose Academy hosted a Community Conversation Café on mental health and wellbeing in summer 2018. Following this, the school used their Pupil Equity Fund to employ one of the Council's Primary Mental Health Workers for two days a week and has supported some specific work with the school. S6 pupils completed a questionnaire asking about their resilience which was followed up with focus groups and they used World Mental Health Day to think about coping strategies. A number of pupils have begun the Scottish Mental Health First Aid training for young people and the Seasons for Growth programme has also been used within the school.

Primary Mental Health Worker carried out a series of talks with staff including:

- Understanding the teenage brain.
- Ways to Wellbeing.
- Introduction to change, loss and bereavement.

Community work has been carried out with the local Community Council on loneliness and isolation. Future work with school staff will include briefing on ACES, offering Seasons for Growth Adult grief seminar, and Decider Skills training. Work with pupils will include delivery of My World of Wellbeing, supporting exam anxiety and co-creating parent, pupil and staff information packs as well as developing a positive mental health policy.



### **Mainstreaming Equality in Education Services – Key actions Going Forward**

- *As part of the Northern Alliance Work, Nairn Academy will take the lead role to review and update the standard school equality and diversity policy. Each school is required to adapt the standard policy to meet its own needs.*
- *The Council's guidance for School Staff and other Professionals on Working with Non-binary and Transgender Pupils will be reviewed by the Sexual and Gender Alliance (SAGA) group in collaboration with other young people. SAGA was established in the Alness/Invergordon area in response to the lack of LGBTI+ services north of Inverness and is supported by High Life Highland Youth Development staff and members of the Council's LGBTI+ sub-group.*
- *The bi-annual Lifestyle Survey already include questions on equality and prejudice-based bullying. In 2019, there will be an additional focus on awareness of children's rights which will provide a baseline for reporting on awareness of children's rights.*
- *Following evaluation, the My World of Wellbeing pack of resources for teaching staff will be revised and training for trainers developed.*

### Highland Licensing Board

The Highland Licensing Board ("the Board") has responsibility for liquor licensing functions under the Licensing (Scotland) Act 2005 and gambling functions under the Gambling Act 2005.

The Board is required to publish a statement of their policy before the end of the period of 18 months after an ordinary election of councillors for local government areas in respect of the exercise of their functions under the Licensing (Scotland) Act 2005 during the next licensing policy period. The current policy statement will apply from 4 November 2018 to 3 November 2023. In preparing their licensing policy statement, The Board must seek to promote the licensing objectives of: preventing crime and disorder; securing public safety; preventing public nuisance; protecting and improving public health; and protecting children from harm.

Every three years, the Board is required to publish a policy statement of licensing principles they propose to apply in exercising their functions under the Gambling Act 2005. The current policy will apply from 2019-2022.

The Board is supported by a Clerk and a small team of support staff and two Licensing Standards Officers. All staff carrying out the Board's responsibilities are recruited and employed by the Council. The Board works and engages with the Highland Licensing Forum. The Forum gives advice and makes recommendations to the Board but does not review, give advice nor make recommendations in relation to the Board's exercise of its functions in respect of an individual case.

### The Licensing Board and Equality

The Board aims, at all times, to act in accordance with the public sector duties under equality legislation. In 2013, the Board set out its commitment to equality in its Equality Strategy where it recognised that equality is a continuing journey. Since 2015, the Board has aligned its equality duties with those of the Highland Council and the Highland Education Authority. This approach acknowledges the work of each body to contribute to common aims to advance equality.

The Board also expects licence holders to address equalities issues in all aspects of the operation of their premises. In this regard, it should be noted that since 1 April 2018 applicants for new premises licences have been required by law to include with their licence application a disabled access and facilities statement in a prescribed form. An application cannot be considered by the Board unless accompanied by a completed [statement](#).

### Case Study

In March 2017, licensing staff facilitated opportunities for the Scottish Guide Dogs Mobility Team to address Lochaber Pub Watch and Inverness Pub Watch in order to raise awareness on the barriers faced by people with a visual impairment to accessing services, and law concerning access with guide dogs to premises.

### Section 2: The Council as an employer

As an employer, the Highland Council is committed to providing equality of opportunity in employment. No job applicant or employee will receive less favourable treatment because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation. Our working culture aims to promote dignity and to respect the contributions of all. Employees are expected to behave in a manner that reflects our commitment to fair treatment and respect.

Staff are supported to achieve these aims through policies, management guidance and a range of training and awareness activities. Relevant policies include Equal Opportunities; Flexible Working; Grievance, Bullying and Harassment; Maternity, Paternity and Adoption; Attendance Management; Recruitment and Selection. Key related activities include:

- Implementing flexible working arrangements to support staff employees to achieve a balance between work and their life outside work.
- Ensuring reasonable adjustments are made for disabled candidates and employees.
- Actions to support youth employment in the Highlands.
- The Council is a Disability Confident employer which helps the Council improve how we attract, recruit and retain disabled workers.
- Strategic workforce planning to address and further promote a flexible workforce.
- Paying the Real Living Wage (working towards accreditation as a Living Wage Employer).
- Working with Close the Gap (working towards Equally Safe at Work accreditation).
- Work is ongoing to improve returns of equality monitoring data.

A number of actions have been taken to address gender segregation and the availability of part time work in senior grades. For example:

- Female role models in male dominated job groups have been identified and achievements publicised in corporate communications.
- Encouraging applications from candidates who wish to work on a part time basis.
- Job Descriptions and Person Specifications continue to be reviewed to ensure that they contain no gender bias.

- Review of workplace facilities.
- Significant areas of gender segregation are regularly reviewed to identify and address any barriers to employment.
- Flexible working arrangements have been developed to support women to progress their careers.

For all applications where an employee has a declared disability, consideration is given for reasonable adjustments needs. There is also additional support for employees living with long-term conditions in the form of a Living and working with Long Term Conditions course. A series of awareness sessions on specific impairments is being rolled out and associated guidance to be developed.

### Case study: **Modern Apprenticeships**

Through our Modern Apprenticeship (MA) work with Skills Development Scotland, Developing the Young Workforce, schools and the Council's Youth Trainee programme, the Council is committed to support vulnerable groups, disadvantaged individuals and Care experienced young people.

A disabled Youth Trainee was brought to our attention by a colleague in Social work, looking into employment options on her behalf.

The trainee now works under the umbrella of the MA team, while carrying out work placements in her chosen profession of Early Years Child Care. These include 2 days of placement within a local primary school; work in the summer through a third sector organisation teaching young children about healthy eating; and a weekly placement at an after-school club.

Her illness currently means that she has to attend specialist treatment in Birmingham every other week. Whilst this takes her away from her workplace for 1 ½ days per fortnight, we did not see this was a barrier to her being employed and she makes best use of her time when travelling, for self-development and study.

We have also signed the trainee up to work towards her SVQ 3 in Health & Social Care – Children and Young People. While she is with us, we anticipate that she will be able to complete a number of her units with the complementary work placements adding to her experience.

### **Learning, Development and awareness**

To support the Council's equality work, we aim to ensure that staff and elected members are aware of our equality duties and how they apply to service delivery and staff management. We do this by:

- Providing staff and elected Members with an understanding of the Equality Act 2010 and the Human Rights Act 1998, and concepts such as discrimination, prejudice and diversity.
- Promoting knowledge and understanding of the Public Sector Equality Duty amongst our employees, elected Members and communities.
- Identifying and addressing training needs of employees in relation to the duties. This includes identifying key staff to undertake training in carrying out equality impact assessments.

Key components of this work are:

- As part of induction, an introduction to the Council's policy and commitments in relation to Equalities and diversity, and a requirement to register for mandatory training.
- A mandatory one-day training course for staff on equality and diversity. This in-house course is reviewed on a regular basis and is a rolling programme delivered in locations across Highland. The one-day course is now jointly reviewed and delivered with NHS Highland - to staff in both organisations - but can also be adapted for specific staff groups or Member training.

Additionally, we continue to build a portfolio of equality related training, e-learning and resources, and carry out training of trainers on specific issues. Some specific initiatives include:

- Continuous development of the online Mental Health and Wellbeing staff Toolkit which provides individuals with advice about caring for their mental health and wellbeing, and management guidance/tools for supporting colleagues who experience mental health problems.
- A new model of shared training delivery with NHS Highland L&D practitioners.
- A new Equality and Diversity course for teachers and staff working with children by the Care and Learning Service and L&D.
- Introducing a BSL awareness module to support the Council's BSL Plan.

Other means of raising awareness with staff on equality issues include:

- Information on the Council website and use of social media.
- Briefings for Senior Managers and elected members.



- Specific agenda items to Council committees.
- Highlighting external training/resources available and annual national and local events on the Council Intranet. E.g. International Women's Day, LGBT History month and Birchwood Highland's Walk a Mile for Mental Health (in which a number of our Mental Health Representatives took part).

### **Case Study: Mental Health Representatives**

The corporate team of Mental Health Representatives (MHRs) was set up to provide front line support to colleagues experiencing mental health problems.



There are currently 58 MHRs located across all services and Council areas, who have volunteered to carry out this important role in addition to their normal duties. All have completed a full day in-house MH first aid course and are supported through the MHR network with regular opportunity for further mental health related development.

The team has made an immediate and significant impact. Since the launch in January 2017, the team has supported over 100 colleagues to find appropriate mental health support. This early intervention has greatly improved people's chances of early recovery and reduces the likelihood of absence from work.

### ***The Council as an Employer – Key Actions Going Forward:***

- *Implementing new ways of gathering equality monitoring data from Council employees.*
- *Involvement in the Close the Gap pilot initiative, [Equally Safe at Work](#). An innovative employer accreditation programme which will support employers to advance women's equality in the workplace, and prevent violence against women.*
- *Extending the partnership approach to training with NHS Highland, e.g. to mental health and wellbeing, and delivering LGBTI+ awareness with Waverley care.*
- *Commitment to provide all staff with appropriate Resilience training & development.*
- *Working towards level three of the DWP Disability Confident programme.*
- *Developing a series of workshops focused on specific impairments in the workplace; for example, Supporting Staff with Autism.*
- *Developing guidance on Supporting Staff with Long Term Conditions.*

### Equalities in Employment Monitoring Report 2019

Highland Council is one of the largest employers in the area. To ensure we fulfil our equality duties and our commitment to being a fair and inclusive employer, the Council gathers information on the composition of its employees. This includes information on the recruitment, development and retention of employees, alongside the relevant protected characteristics of employees.

The data contained in the report is relevant for the period April 2018 – December 2018. For this period, data is not available across all protected characteristics in each section of this report. This report includes the findings of analysis relating to age, disability, ethnic group and gender. The Council currently holds data on 100% of the workforce in relation to age and gender and 36% of the workforce in relation to disability and 30.5% in relation to ethnic group. During 2019, the Council will take steps to ensure all equalities data is collected on all protected characteristics and will report on the results when the data allows for meaningful analysis.

The outcomes and action plans supported by this report are published elsewhere in this report.

#### **Age** (See figures 1 to 5)

Analysis of data relating to age distribution shows a high proportion of staff aged between 41 - 60 years of age and a low proportion of staff aged 30 and under. This is especially noticeable in the SJC workforce where nearly three times as many employees are in the age group 51-60 than in the 21-30 age group.

SJC staff under 30 are found predominantly in the Technical & Practical, Personal Care and Business Support job families and in the lower grades 1 to 5. The majority of staff who continue to work beyond 71 years of age do so in Technical & Practical jobs and in lower graded work.

#### **Disability** (See figures 6 to 9)

1.02% of the Council workforce identify as being disabled. As a percentage of those staff for whom the Council hold data, this equates to 2.9% of the workforce. Given the makeup of the Highland community, people with disabilities appear to be under-represented in the workforce however there are gaps in the current data.

Although a small number of Council employees identify as disabled in monitoring information, in a recent survey of Council employees on Health and Wellbeing, 25% of those responding reported that they had a long term medical condition (lasting more than 12 months).

There does not appear to be any occupational segregation when comparing staff who do and do not identify as being disabled. Disabled and non-disabled employees are found in similar ratios across Business Support, Technical & Practical and Personal care roles.



Disabled employees are slightly over represented in Professional and Community roles and underrepresented in management roles.

Disabled employees are underrepresented in the most senior grades with none in grades HC12-15. That said, given the small number of employees on these grades, one or two appointments could make a significant difference.

### **Race/Ethnicity** (See figures 10 to 14)

Based on the percentage of the workforce on whom the Council hold data, the make-up of ethnic groups employed by the Council largely reflects the wider Highland population in the 2011 census. During the reporting period, the population of Black & Ethnic Minority staff was unchanged, with no new starts or leavers. With a relatively small minority ethnic population living in Highland, and reflected in the Council workforce, it is difficult to draw firm conclusions from the analysis. Despite the small numbers, it is hoped that over time monitoring will provide evidence of any trends that need to be analysed and addressed.

There does not appear to be any occupational segregation between employees who identify as being White British/Scottish and those who identify with a minority ethnic group. Employees from both groups are found in similar ratios across Community, Technical & Practical and Personal Care roles. Employees who identify as being from a minority ethnic group are slightly over represented in Management and Professional & Specialist roles.

Employees from minority ethnic groups are underrepresented in the most senior grades with none in grades HC12-15. That said, given the small number of employees on these grades a small number of appointments could make a significant difference.

### **Sex/gender** (See figures 15 to 20)

Analysis of the data relating to the protected characteristic of sex shows a predominantly female workforce (75%) in both the SJC and teaching workforce.

In relation to occupational segregation, the pattern of male and female employment is varied. Male and female employees are found in similar ratios across Community, Technical & Practical and Management roles. Female employees are significantly over represented in Personal Care, Business Support and Professional & Specialist roles. Care must be taken in the drawing conclusions from the Technical & Practical group as horizontal segregation persist with males working predominantly in community works roles and females working predominantly in catering, caring and cleaning roles.

In 2019, 50% of the managers employed in SJC Management posts are women. However, there is significant difference in the distribution of male versus female managers with female managers being more concentrated in the lower graded management grades.

Information and analysis of gender pay gap information is published separately, as is the Council's [Equal Pay Statement](#), 2017.



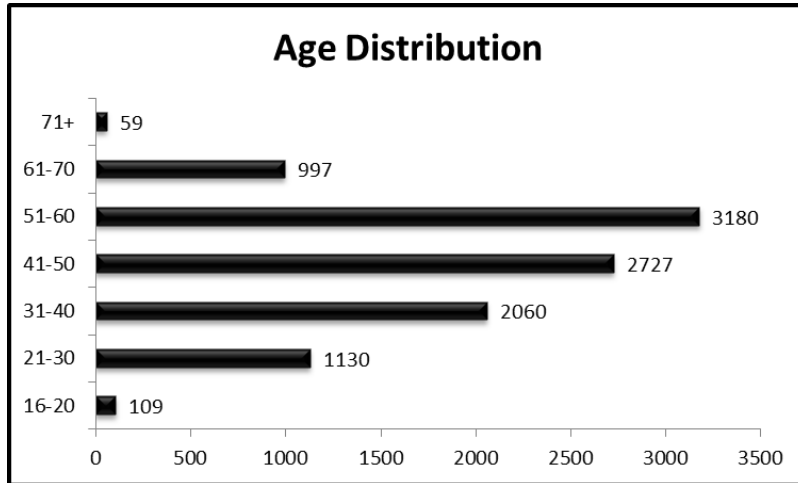
### ***Equalities in Employment Monitoring Report – Key Actions Going Forward:***

- *During 2019, the Council will change the way all equalities data is collected in order to gather more robust data on all protected characteristics and will report on the results when the data allows for meaningful analysis.*

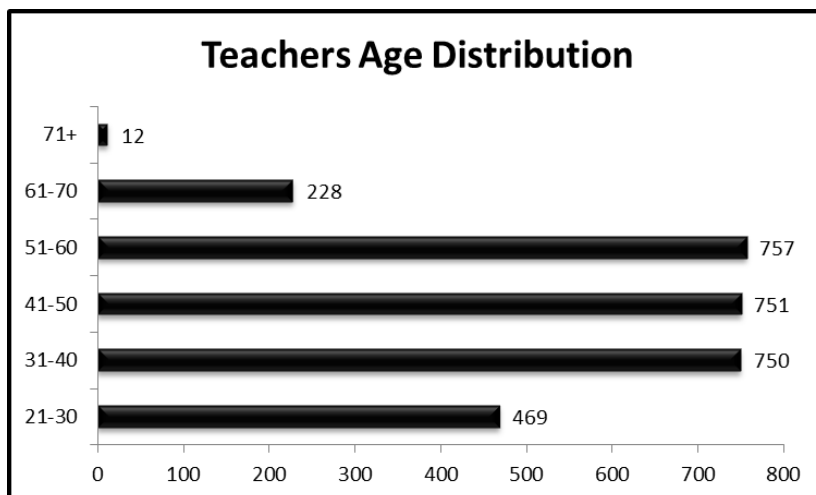
**Employment Monitoring Charts**

**Age (Figures 1 to 5)**

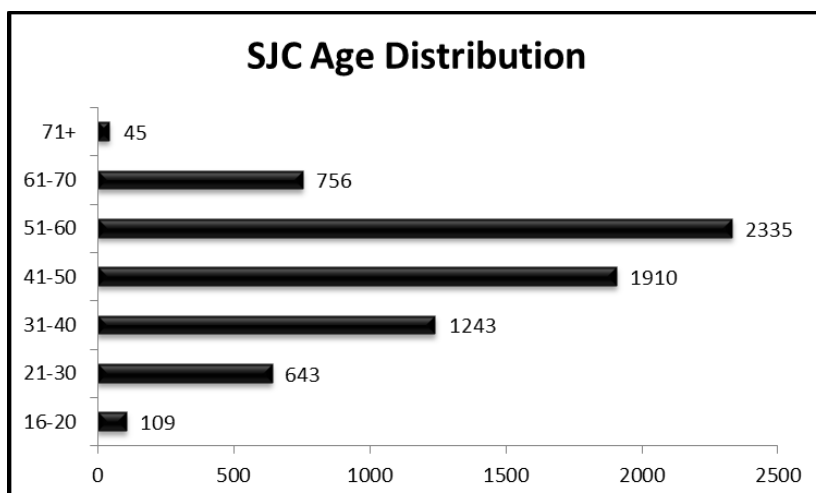
The distribution of all employees by age (Figure 1)



The distribution of teaching employees by age (Figure 2)



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



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

Age Range	Business Support	Community	Management	Personal Care	Professional & Specialist	Technical & Practical	Total	%
16-20	17	1	0	30	3	58	109	1.55%
21-30	104	14	1	288	44	192	643	9.13%
31-40	190	47	21	482	161	342	1243	17.65%
41-50	253	78	44	666	243	626	1910	27.13%
51-60	294	92	98	717	234	900	2335	33.16%
61-70	98	23	17	173	63	382	756	10.74%
71+	3	2	0	8	3	29	45	0.64%
Total	959	257	182	2364	750	2529	7041	n/a

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

Grade	16-20	21-30	31-40	41-50	51-60	61-70	71+	Total
HC01	19	35	49	68	110	54	3	338
HC02	18	47	118	199	233	146	20	781
HC03	24	84	152	241	291	102	8	902
HC04	17	159	320	582	690	190	6	1964
HC05	30	214	251	324	403	108	2	1332
HC06	1	36	111	118	159	45	1	471
HC07	0	32	87	108	148	35	2	412
HC08	0	7	25	53	47	14	2	148
HC09	0	28	85	122	99	32	0	366
HC10	0	1	36	50	64	15	0	166
HC11	0	0	6	27	43	9	1	86
HC12	0	0	1	8	23	5	0	37
HC13	0	0	0	4	11	1	0	16
HC14	0	0	0	2	2	0	0	4
HC15	0	0	2	4	12	0	0	18
Total	109	643	1243	1910	2335	756	45	7041

**Disability (Figures 6 to 10)**

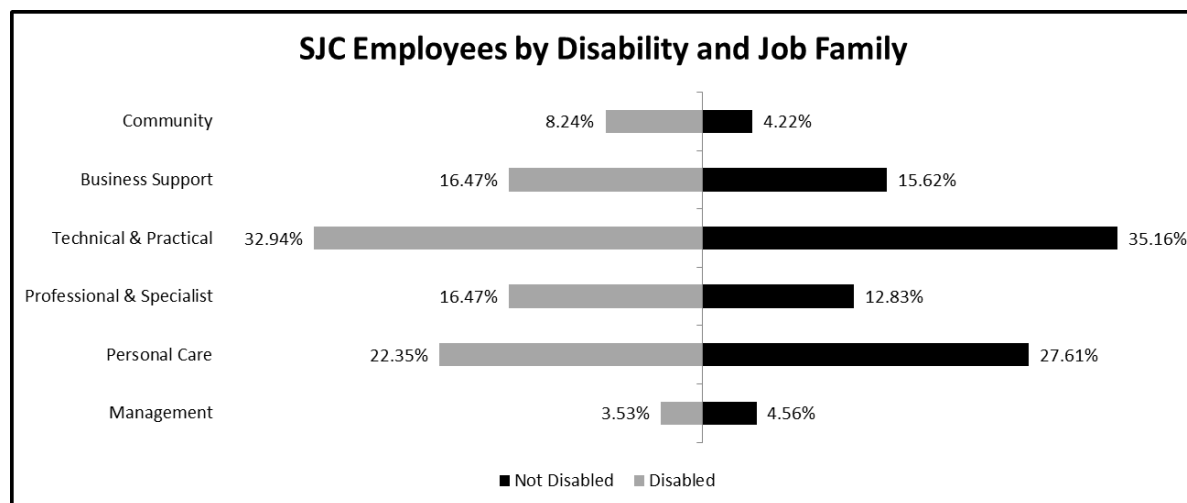
The distribution of all employees by disability (Figure 6)

Local Authority	Date when data gathered	Total of workforce employed	Workers identifying as disabled	Workers identifying as non-disabled	Disability status of workers unknown			
Highland	Dec-18	10262	105	1.02%	3563	34.7%	6594	64.3%

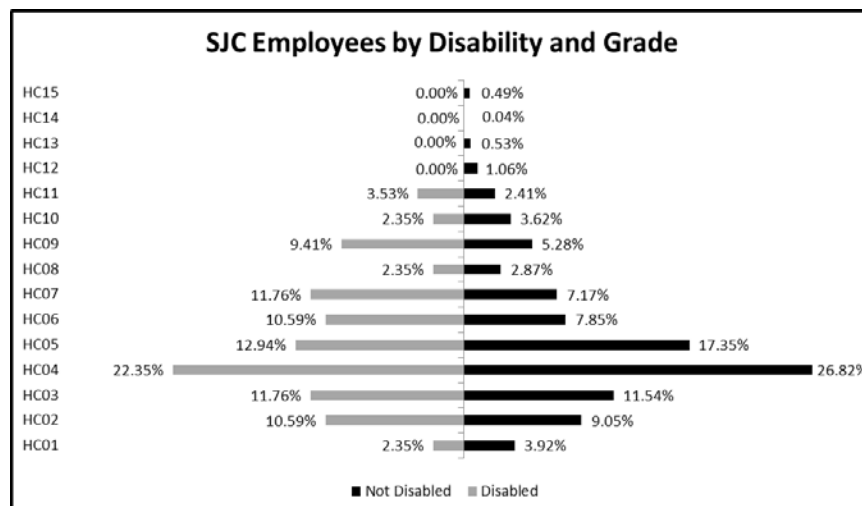
The distribution of employees joining and leaving the Council by disability (Figure 7)

	New Starts	Leavers
Disabled	0	3
Not Disabled	0	201
Unknown	1011	688

Occupational Segregation by Disability (Figure 8)



Occupational Segregation by Disability (Figure 9)



### Race/Ethnic Group (Figures 10 to 14)

The distribution of all employees by ethnic group in comparison with the Highland Population (Figure 10)

Ethnicity	No. of Highland Council	%	2011 Census %
Other Minority Ethnic Groups	10	0.3%	0.7
Asian, Asian Scottish, or Asian British	5	0.2%	0.8
Not Disclosed	27	0.9%	0.0
White - Other White Ethnic Group	91	2.9%	4.0
White - Other British	372	11.9%	14.7
White - Scottish	2624	83.9%	79.9
All Employees	3129		

The provision of training by ethnic group (April-December 2018) (Figure 11)

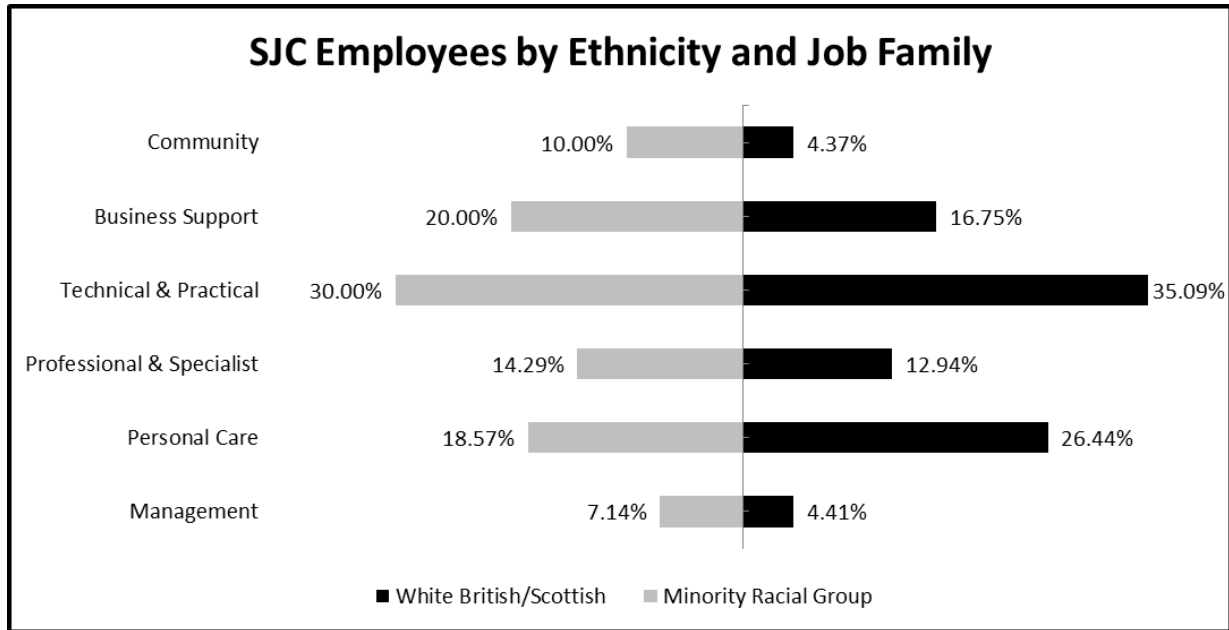
Ethnic Origin	Applied		Received	
	No.	%	No.	%
Other Minority Ethnic Groups	*	*	*	*
Asian, Asian Scottish, or Asian British	*	*	*	*
White - Other White Ethnic Group	6	0.5%	6	0.5%
White - Other British	38	3.4%	38	3.4%
White - Scottish	332	29.9%	332	29.9%
Unknown	734	66.0%	734	66.0%
All Employees	1112	100.0%	1112	100.0%

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

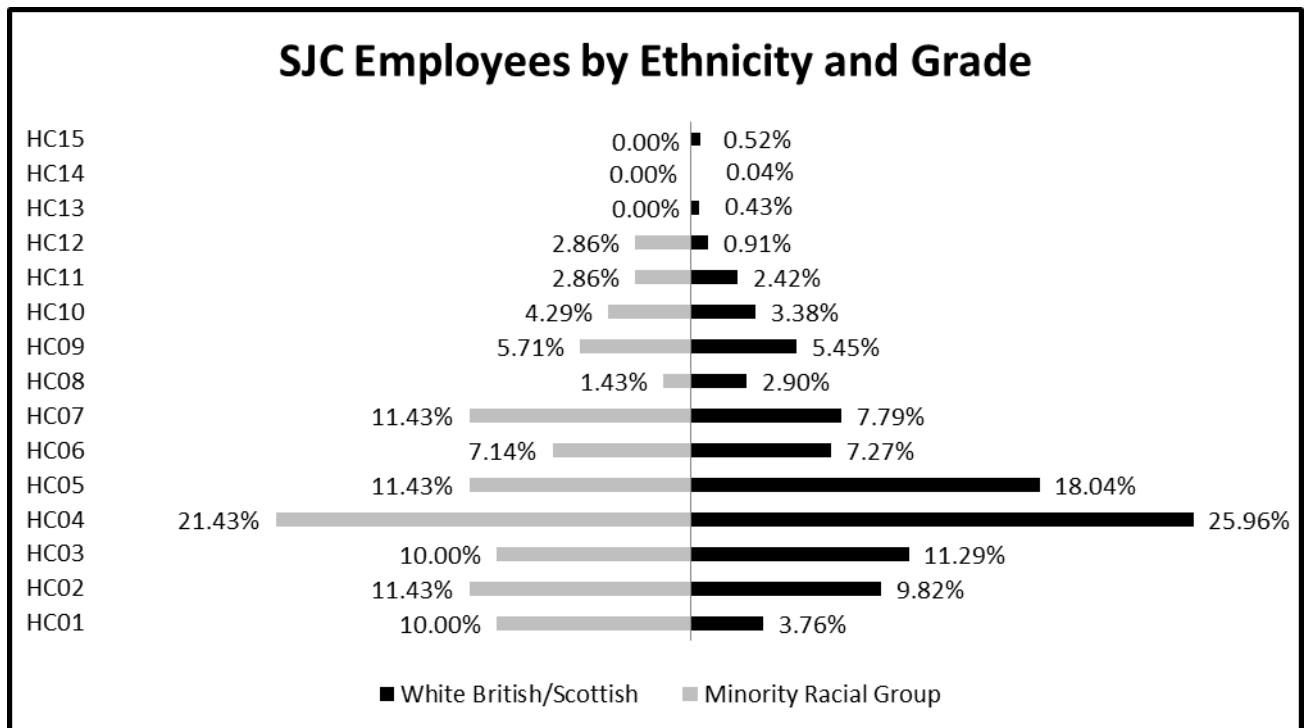
The distribution of employees joining and leaving the Council by ethnic group (Figure 12)

	Starters	Leavers
Black and Minority Ethnic Groups	0	5
Unknown	1011	713
White Groups	0	174
Total	1011	892

Occupational Segregation – Ethnicity (Figure 13)



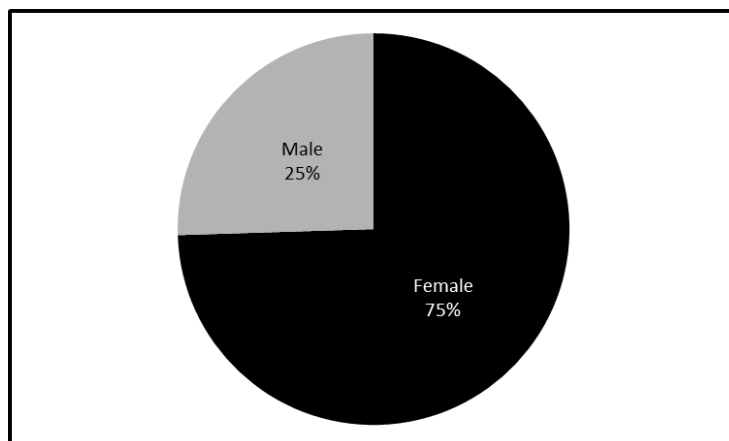
Occupational Segregation – Ethnicity (Figure 14)



**Gender (Figures 15 to 20)**

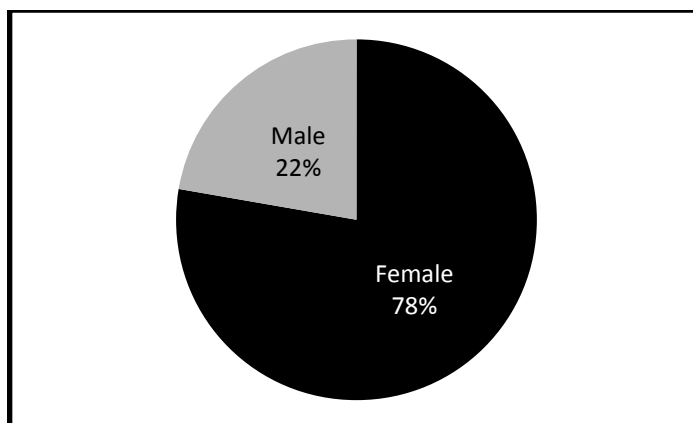
The distribution of all employees by gender (Figure 15)

Gender	Female	Male	Total
No. of Employees	7646	2616	10262



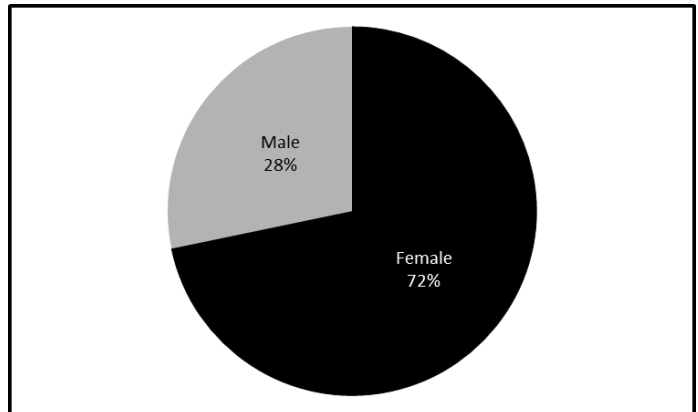
The distribution of teachers by gender (Figure 16)

Gender	Female	Male	Total
No. of Employees	2306	661	2967

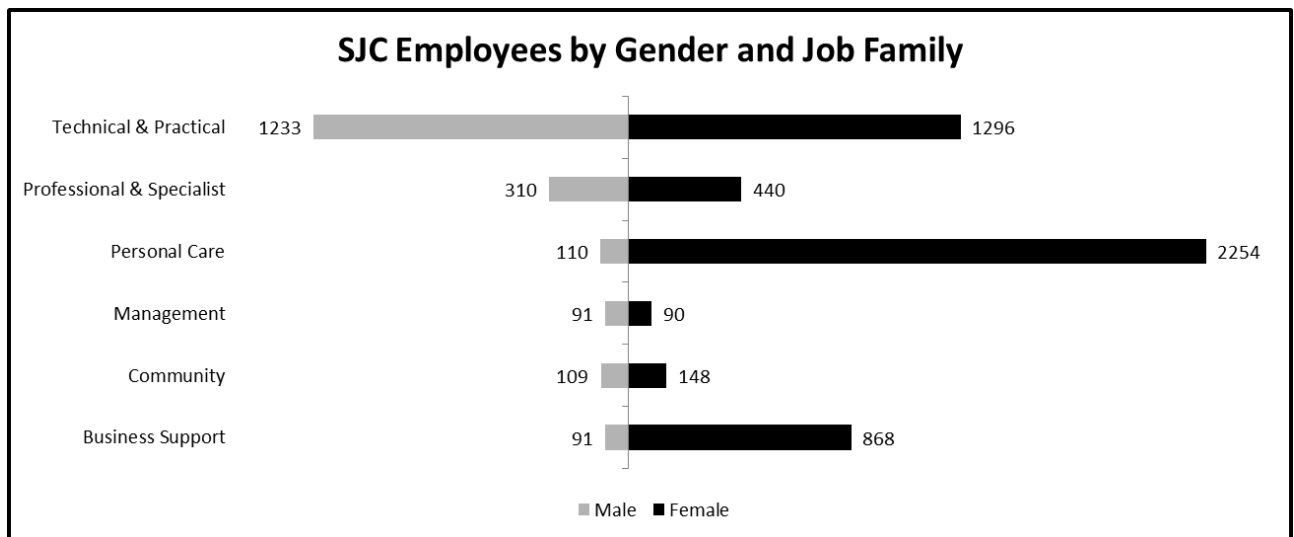


The distribution of Scottish Joint Council (SJC) employees by gender (Figure 17)

Gender	Female	Male	Total
No. of Employees	5097	1944	7041

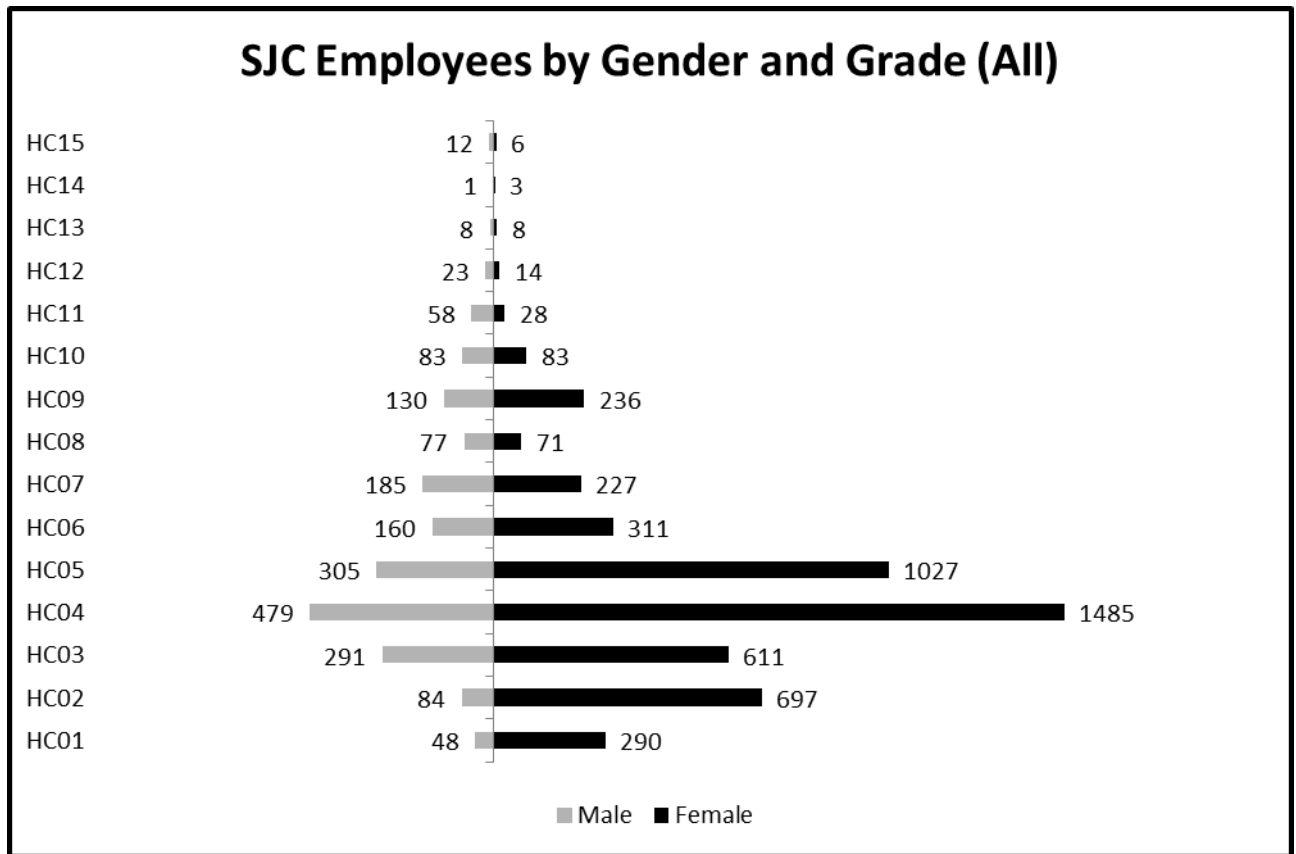


Occupational Segregation - Gender (Figure 18)

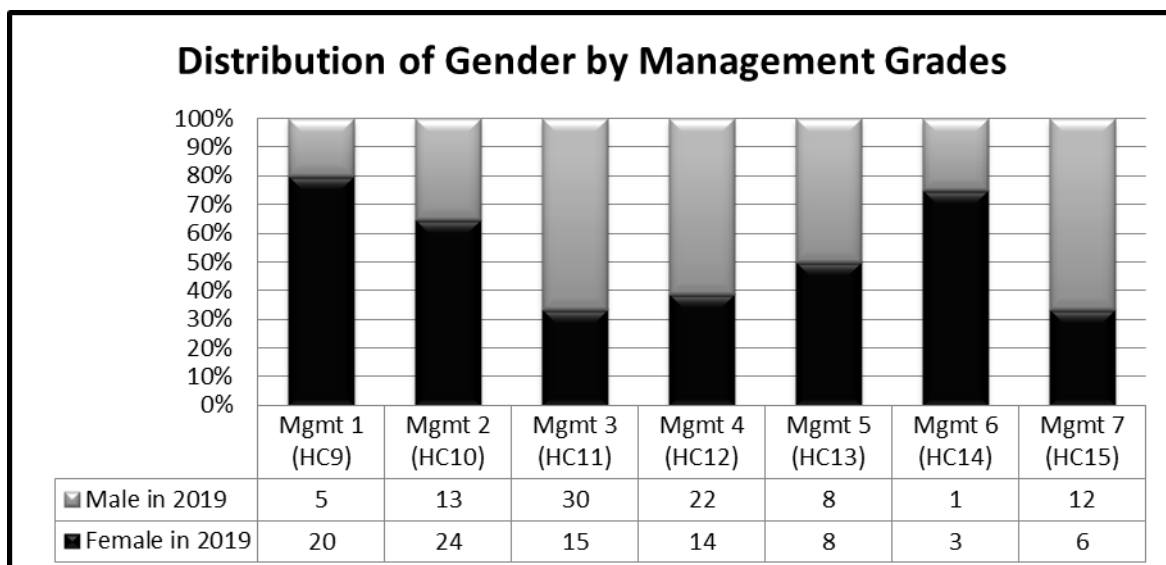




Occupational Segregation - Gender (Figure 19)



Distribution of Management Grades – Gender (Figure 20)



## Section 3: Pay Gap information

### Highland Council Gender Pay Gap 2019

The Highland Council's gender equal pay gap has seen a general improvement in the in the 2 years since the last audit in 2017. The Highland Council's combined gender pay gap in 2019 is 5.8% - a reduction from 7.2% in 2017, equating to an improvement of 1.4%.

### Background

The Scottish Specific Equality Duties require public bodies to publish information on the percentage difference among its employees between men's average hourly pay (excluding overtime) and women's average hourly pay (excluding overtime), otherwise known as Gender Pay Gap information.

- The gender pay gap information required by the duty is the percentage difference between men's average hourly pay (excluding overtime) and women's average hourly pay (excluding overtime).
- Both mean (average) and median calculations help to illuminate different aspects of gender pay gap information, although a much greater level of detail is required to support any practical activity to address pay gaps

Pay gap calculations are based on guidance from the EHRC<sup>4</sup> and *Close the Gap*.<sup>5</sup> The Council is required to publish the gender pay gap between male and female employees, and to publish data separately for employees in Education (Teaching employees). The EHRC and *Close the Gap* also strongly advise publishing separate full time and part time gender pay gaps. A pay gap of 5% or more is considered significant and in need on further analysis.

### Calculating the Pay Gap

An organisation's gender pay gap is calculated by dividing the average female hourly pay rate by the average male hourly pay rate. The full time gender pay gap is the gap between the average hourly pay rate of female employees who work full time and male employees who work full time. The part time gender pay gap is the gap between the average hourly pay rate of female employees who work part time and male employees who work full time.

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<sup>4</sup> Employee information and the Public Sector Equality Duty, EHRC.

<sup>5</sup> <https://www.closesthegap.org.uk/content/resources/Close-the-Gap-PSED-guidance-on-gender-and-employment-2016.pdf>

### Highland Council's Gender Pay Gap

Table 1	Combined Gap		Full Time Gap		Part Time Gap	
	2019	2017	2019	2017	2019	2017
All employees	+5.8%	+7.2%	-17.4%	-13.9%	+23.2%	+23.8%
Non-Teaching employees	+12.0%	+12.8%	-8.3%	-8.8%	+22.3%	+23.2%
Teaching employees	+4.5%	+4.8%	+4.6%	+4.3%	+8.6%	+8.6%
SJC employees	+13.5%	+13.6%	-6.8%	-8.2%	+23.1%	+23.6%

To calculate the gender pay gap, the Council carries out an Equal Pay Audit in partnership with the Trade Unions. The combined, full-time and part-time gaps in 2017 and 2019 are shown in table 1. A positive figure denotes a gap to the advantage of men. A negative figure denotes a gap to in favour of women.

The pay gap differences between 2017 and 2019 generally show improvements, closing the combined pay gap between men and women by 1.4%. There is some widening of the gaps in favour of women for all employees working full-time and teaching employees working full-time.

Improvements 2017 - 2019	Combined Gap	Full Time Gap	Part Time Gap
All employees	1.4%	-3.5%	0.6%
Non-Teaching employees	0.8%	0.5%	0.9%
Teaching employees	0.3%	-0.3%	0.0%
SJC employees	0.1%	1.4%	0.5%

Table 2

The part time pay gaps for all employees are more in line with what would be expected given the make-up of our workforce. This marked difference between the full time and part time gaps suggest that one of the underlying reasons for the combined gap is the greater availability of part time and term time work in the lower pay grades. The trends in the pay gaps from 2013 – 2019 are shown in charts 1-3 in Section 2 (a).

Analysis of the data to prepare the Gender Pay Gap suggests that:

- SJC and Teacher pay and grading structures are robust, supporting equal pay.
- Significant workforce gender segregation in SJC Job Families (Business Support, Personal Care, Technical and Practical), Craft and Teaching posts coincide with significant part time pay gaps.
- Lower availability of part time working in SJC grades HC6 and above coincides with a significant SJC Part Time pay gap.

- Lower availability of part time working in promoted teaching grades coincides with a Teaching Part Time pay gap.

Previous audits found that the following issues could contribute to pay gaps:

- Vertical gender segregation (disproportionately low number of women in senior posts) in Teaching posts and in SJC Business Support and Management posts.
- Horizontal gender segregation in teaching posts (disproportionately low number of women Head Teachers in Secondary Schools).
- Lower uptake of part time working opportunities in senior teaching posts and in SJC posts graded HC06 and above. Horizontal gender segregation (males in Community Works and females in Catering, Cleaning and Caring posts) within Technical & Practical posts.

### **Addressing the Pay Gap and Gender Segregation**

The Council has taken a number of actions to address gender segregation and the availability of part time work in senior grades which coincide with the improvement in Council's gender equal pay gaps in the 2 years since the last audit:

- Female role models in male dominated job groups have been identified and achievements publicised in corporate communications.
- Where service delivery allows, applications from candidates who wish to work on a part time basis are encouraged.
- Job Descriptions and Person Specifications have been reviewed to ensure that they contain no gender bias.
- Services have reviewed workplace facilities to ensure that both genders are adequately catered for.
- Significant areas of gender segregation are monitored and reviewed to identify and address any barriers to employment.
- Strategic workforce planning will further promote flexible working arrangements.

In addition to the actions above, since 2017 the Council has taken specific actions to reduce the pay gap for women in management positions. These include:

- Creating and supporting an on-line learning resource for female employees interested in preparing for supervisory and management roles.
- Improvements to the Women into Management programme.

### **Gender Pay Gap – Key Actions Going Forward**

*Although significant improvement have been made since the first Equal Pay Audit in 2013, it is important to maintain momentum. This will be particularly important in the coming years, exacerbated by the difficult financial situation and the continued need for a reducing workforce.*

*The creation of a strategic workforce planning programme will drive change in how the organisation designs roles to meet future service requirements. The distributed nature of the workforce across Highland is significant: less than 5% of employees' work in the Council's Inverness Headquarters. Workforce planning will increase opportunities through flexibility and supported transition, with the potential to effect gender segregation within roles.*

**Section 2(a) Trends in the Council's gender pay gaps 2013-2019**

Trends in the Council's gender pay gaps since these were first recorded in 2013 are illustrated below:

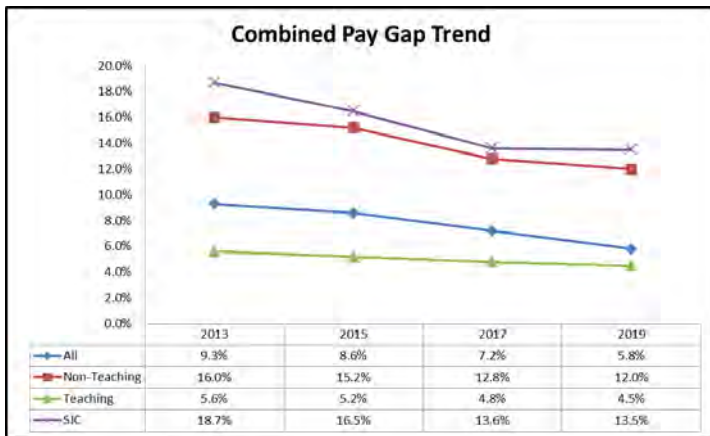


Chart 1

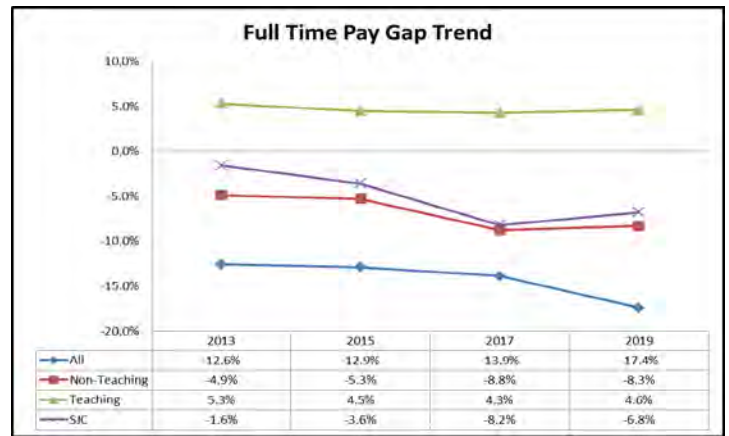


Chart 2



Chart 3

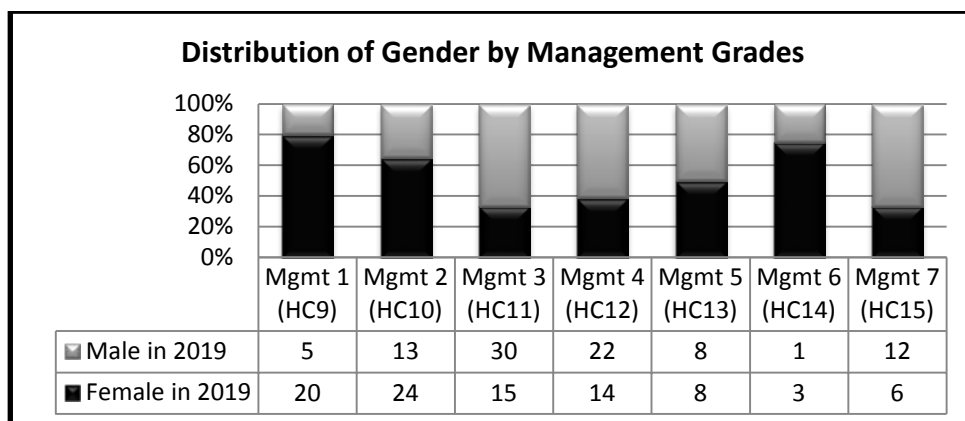


Chart 4

### Section 4: Progress with Equality Outcomes, 2017-2021

Equality outcomes are defined by the EHRC as results that focus on making improvements to the lives of people protected under the Equality Act. Public bodies were required to first publish a set of equality outcomes by 30 April 2013, and every four years thereafter. They are also required to publish a progress report every two years.

This is the Council's second set of Equality Outcomes following a review in 2017. The tables that follow set out each outcome and the progress towards achieving them to date. Some outcomes are shared with other key local partners. These are identified along with which protected characteristic and which of the three elements of the public sector duty apply.

The Council's current Equality Outcomes are:

- Increase diversity in leadership and workforce participation.
- Identified groups have improved experiences of accessing services and information.
- As a Community Planning Partnership, work towards addressing socio-economic disadvantage as set out in the Local Outcome Improvement Plan.
- People better recognise and understand prejudice-based incidents and hate crimes and feel confident reporting them.
- In Highland, all individuals are equally safe and respected, and women and girls live free from all forms of violence and abuse and the attitudes that help perpetuate it.
- Children and young people will benefit from improved access to mental health services and support.
- Staff and pupils have a greater awareness of how they can support equality through delivery of curriculum for excellence and wider school approaches, following the principles of the Highland Practice Model and SHANNARI.
- Increase the number of young people with protected characteristics leaving school moving into positive and sustained destinations.
- Reduce attainment and achievement gaps between pupils with protected characteristics.
- We will meet the needs of children and Families who have experienced interrupted learning.

<b>Equality Outcome 1:</b> Increase Diversity in leadership and workforce participation		<p><b>Protected characteristics:</b> All protected characteristics but with particular focus on disability, age, sex, sexual orientation</p> <p><b>PSED elements:</b> 1, 2, 3</p> <p><b>Listed body:</b> Highland Council. Education Authority, Licensing Board</p> <p><b>Shared outcome</b> with NHSH and HIE</p>
<p><b>Rationale and evidence:</b> While progress has been made in some areas of equality we know that certain groups continue to experience poorer outcomes. Women are less likely to be represented in senior management and leadership positions and are more likely to be on poorer paying sectors. Disabled people are more likely to be out of work and living in poverty. Care experienced young people often face barriers to finding employment. Young adults are particularly likely to be in low quality employment compared to older age groups and to past generations.</p> <p>Key Source: <a href="#">Is Scotland Fairer 2018?</a></p>		
<p>Measures:</p> <ul style="list-style-type: none"> <li>• Increase in the percentage of women in the top 5% of earners in the Council from <i>47.2% in 2015/16 to 51.7% in 2016/17 to 51.4% in 2017/18</i></li> <li>• Increase the number of people experiencing barriers to employment benefiting from the Council’s employability service            During 2018/19 to Jan. 2019, Employability Service:           <ul style="list-style-type: none"> <li>○ Supported private businesses to employ 15 unemployed people</li> <li>○ Provided 29 Youth Trainee posts across the Council</li> <li>○ Supported 85 new young people with Activity Agreements</li> <li>○ Provided all stage employability pipeline support via 3rd sector providers to 83 participants</li> <li>○ Provided short-term employability support vis 3<sup>rd</sup> sector providers to 175 participants</li> </ul> </li> </ul>		
<b>Proposed actions in 2017</b>	<b>Progress 2017 -2019 and next steps</b>	<b>Lead</b>
<b>Workforce and leadership</b>		
<p><b>Proposed Actions 2017</b></p> <ul style="list-style-type: none"> <li>• Implement commitments to Disability Confident</li> </ul>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Review of policies, eg harassment policy</li> </ul>	HR service

<ul style="list-style-type: none"> <li>• Continue with Women in Management activities</li> <li>• Work with Stonewall Diversity Champions programme</li> <li>• Encourage increased return of equality monitoring forms</li> <li>• Promotion of equality and diversity courses</li>   <li>• With partners, hold event to increase gender diversity on public boards</li> </ul>	<ul style="list-style-type: none"> <li>• Actions to support youth employment in the Highlands, including Looked After Children</li> <li>• The Council maintained accreditation as Disability Confident employer (level 2) which helps the Council improve how we attract, recruit and retain disabled workers.</li> <li>• Ensuring reasonable adjustments are made for disabled candidates and employees</li> <li>• Actions taken to address gender segregation</li> <li>• Strategic workforce planning to address and further promote a flexible workforce</li> <li>• As part of induction, an introduction to the council's policy and commitments in relation to Equalities and diversity, and a requirement to register on the mandatory training.</li> <li>• A mandatory one-day training course for staff on equality and diversity</li> <li>• Equality and Diversity now included in the Managing in the Highlands Course.</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>• Progress on Disability Confident Programme from level 2 to 3</li> <li>• Implement new equality monitoring resource on 'My View'</li> <li>• Pilot refreshed Council mentoring scheme with Women in Management group</li> <li>• Work to improve the returns of equality monitoring data</li> <li>• Working with Close the Gap (working towards Equally Safe at Work accreditation)</li> <li>• Working towards accreditation as a Living Wage employer</li> <li>• Pilot refreshed Council mentoring scheme with Women in Management group</li> </ul>	
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<p><b>Equality Outcome 2 : Identified groups have improved experiences of accessing services and information</b></p>		<p><b>Protected characteristics:</b> all protected characteristics but with particular focus on Disability, age, race and ethnicity (including Gypsy/Travellers)</p>
<p><b>Rationale and evidence:</b> This outcomes aims to improve the experiences of customers with protected characteristics, including disabled people and others with communication support needs. In the past, disabled people have reported that they are more likely to feel that the council is not aware of people’s needs. Activities include awareness raising and promoting principles of inclusive communication.</p>	<p><b>PSED elements:</b> 1,2,3</p> <p><b>Listed body:</b> Applies to Highland Council, Education Authority and licensing Board.</p> <p><b>Shared outcome:</b> A shared outcome with NHSH.</p>	
<p>Measures:</p> <ul style="list-style-type: none"> <li>• <a href="#">Analysis of annual Public Performance and attitudes survey questions prejudice and diversity</a></li> </ul>		
<p><b>Proposed actions in 2017</b></p>	<p><b>Progress 2017 -2019 and next steps</b></p>	<p><b>Lead</b></p>
<ul style="list-style-type: none"> <li>• Publish British Sign Language (BSL) plan by October 2018</li> <li>• Continue to provide communication support to people who are D/deaf or hard of hearing</li> <li>• Provide Interpretation to service users where needed</li> <li>• Maintain the Council’s commitment to house families under the Syrian resettlement Programme</li> <li>• Licensing Committee to consider the introduction of wheelchair accessible taxi policy</li> </ul>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• BSL Plan 2018-24 complete and published in October 2019. Development followed a range of engagement and feedback from BSL users and other stakeholders, and included work with partners</li> <li>• Communication Support is available to D/deaf customers using Council services as required. The Council also manages support for NHSH requirements.</li> <li>• Face to face and telephone interpretation provision in place. Use and service are monitored on a regular basis. Guidance and Working with Interpreter training is available to staff.</li> </ul>	<p>Policy team</p>

	<p><b>Next steps:</b></p> <ul style="list-style-type: none"><li>• Follow-up engagement with BSL users on the implementation of the BSL Plan on an annual basis. Working group to monitor actions and progress in the plan.</li><li>• Review of Communication Support Services</li><li>• Syrian Resettlement Programme continues to 2020</li><li>• Licensing Committee to consider the introduction of wheelchair accessible taxi policy during 2020</li></ul>
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<p><b>Equality Outcome 3: As a Community Planning Partnership, work towards addressing socio-economic disadvantage as set out in the Local Outcome Improvement Plan.</b></p>	<p><b>Protected characteristics:</b> This links to disadvantage faced by people linked to protected characteristics, in particular, disability, age, gender and ethnicity</p> <p><b>PSED elements:</b> 2</p>	
<p><b>Rationale and evidence:</b> This is a new outcome which recognises the focus on inequality within the Community Planning partnership arrangements. This links to Community Empowerment duties and socio-economic duty in the Equality act introduced in Scotland. The Highland Outcome Improvement Plan has 5 key outcomes which aim to tackle inequality and reduce poverty. 5 partnership delivery groups have been established to progress the actions and priorities within the HOIP. The Council has its own Poverty and Inequality Working Group, which oversees actions to address inequality. The Group has an improvement plan which focuses on Child Poverty, Transport Inequality and Income Inequality.</p>	<p><b>Listed body:</b> Applies to Highland Council, Education Authority</p> <p><b>Shared outcome:</b> A shared outcome with NHSH and HIE.</p>	
<p>Measures:</p> <p>Outcomes related to the Highland Outcome Improvement Plan are currently under development.</p> <p>Progress on the Poverty and Inequality Working Group Improvement Plan will be reported to the Care, Learning and Housing Committee.</p>		
<p><b>Proposed actions in 2017</b></p>	<p><b>Progress 2017 -2019 and next steps</b></p>	<p><b>Lead</b></p>
<p>As the HOIP was in early stages of development, no proposed actions were suggested in 2017.</p>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Engagement across Highland with communities and a range of interest groups in order to identify the key outcomes and priorities for the Highland Outcome Improvement Plan. Engagement reports can be found here: <a href="http://www.highlandcpp.org.uk/publications-and-reports.html">www.highlandcpp.org.uk/publications-and-reports.html</a></li> <li>Development of the Highland Community Partnership <u>Outcome Improvement Plan</u>. The identified outcomes are:</li> </ul>	<p>Policy team and CPP</p>

	<ul style="list-style-type: none"> <li>○ Poverty reduction</li> <li>○ Community participation and dialogue</li> <li>○ Infrastructure</li> <li>○ Community Safety &amp; Resilience</li> <li>○ Mental Health &amp; Wellbeing</li> </ul> <ul style="list-style-type: none"> <li>• A review has been undertaken of Community Planning structures to ensure an appropriate format for taking forward and delivering on the Highland Outcome Improvement Plan. The Delivery Group structure was agreed by the CPP Board in June 2018.</li> <li>• Production of a Community Impact checklist to support Local Partnerships</li> <li>• Report to CPP Chief Officers Group Nov 2018 <u>Item 11: The Fairer Scotland (Socio-economic) Duty to raise awareness and consider how socio-economic impact can be embedded into CPP structure.</u></li> <li>• Development of ESF project to address child poverty and individuals facing multiple barriers to access services (Money+ and Move On)</li> <li>• Development of an improvement plan for the Poverty and Inequalities Working Group focusing on child poverty, transport inequality and income inequality.</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>• Developing an effective approach to align Equality and Socio-economic impact assessments</li> <li>• Agreement and implementation of Delivery Plans for each HOIP outcome</li> <li>• Further development of Locality Plans</li> </ul>	
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<p><b>Equality Outcome 4: People better recognise and understand prejudice-based incidents and hate crimes and feel confident reporting them.</b></p>		<p><b>Protected characteristics:</b> Race, disability, religion, sexual orientation, gender reassignment</p> <p><b>PSED elements:</b> 1,2,3</p> <p><b>Listed body:</b> Applies to Highland Council, Education Authority and licensing Board. A shared outcome with NHSH and partnership work with police Scotland.</p>
<p><b>Rationale and evidence:</b> This outcome focuses on the partnership activities to tackle hate crime and incidents, and promotes the Hate Free highland campaign. Hate crime involves any criminal offence motivated by malice and ill-will towards a social group and can be motivated by disability, sexual orientation, transgender identity, race, religion or faith. While reports of hate crime in Highland are relatively low, there continues to be concern locally and nationally that many incidents go unreported. Police Scotland has a prime operational responsibility to tackle hate crime and in Highland, the local police division and partner agencies have committed to work together towards this aim. Formal reports of prejudice bullying are fairly low in Highland schools. However, the bi-annual Highland Lifestyle survey reveals a higher perceived incidence of bullying in Highland schools amongst pupils.</p> <p><b>Key sources:</b>  <a href="http://www.crownoffice.gov.uk/media-site/media-releases/1329-hate-crime-in-scotland-2015-16">http://www.crownoffice.gov.uk/media-site/media-releases/1329-hate-crime-in-scotland-2015-16</a>  <a href="http://www.gov.scot/Resource/0050/00506074.pdf">http://www.gov.scot/Resource/0050/00506074.pdf</a></p>		
<p>Measures:</p> <ul style="list-style-type: none"> <li>• <a href="#">Increased awareness of the impact of hate crime (PPS)</a></li> <li>• <a href="#">Increase in concern for groups affected by hate crime (PPS)</a></li> <li>• Increase number of opportunities to promote Hate Free Highland campaign</li> <li>• School Lifestyle Survey questions on bullying</li> </ul>		
<p><b>Proposed actions in 2017</b></p>	<p><b>Progress 2017 -2019 and next steps</b></p>	<p><b>Lead</b></p>
<p><b>Proposed Actions</b></p> <ul style="list-style-type: none"> <li>• Review and refresh local third party reporting arrangements</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Police Scotland and Highland Council have revised Third Party</li> </ul>	<p>Policy team</p>

<ul style="list-style-type: none"> <li>• Investigate partners taking part in the 'Keep Safe' initiative</li> <li>• Continue to raise awareness and encourage reporting</li> <li>• Monitor experiences of victims of hate crime</li> <li>• Schools agree a process for reporting bullying incidents that is meaningful</li> </ul>	<ul style="list-style-type: none"> <li>• Support provided to Police Scotland to initiate the initiative in Highland, now being rolled out in different areas. This is being taken forward by Police Scotland and partners are updated on progress. Attendance at a range of events, eg Proud Ness, Inclusion Scotland Conference</li> <li>• Supported arrangements for and participation in Police Scotland Hate Crime Conversation Café</li> <li>• Maintain Hate free Highland Website</li> <li>• Police Scotland survey experiences of hate crime victims</li> <li>• Highland Council annual Public Performance Survey ask Citizen's Panel about awareness of, and concerns over crime in Highland</li> <li>• Positive relationships and bullying guidance updated by a pupil-led group</li> </ul>	<p>Policy team</p> <p>Policy team</p> <p>Care and Learning</p>
	<p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>• Partners to review and refresh Hate Free Highland website content and campaign materials</li> <li>• Police Scotland and Highland Council to recruit additional Third Party Reporting Centres and deliver training</li> <li>• Raise awareness of Third Party reporting Centres</li> <li>• Continue to promote the Hate Free Highland campaign with partners</li> <li>• Next School Lifestyle survey due in 2019</li> </ul>	

<p><b>Equality Outcome 5: In Highland, all individuals are equally safe and respected, and women and girls live free from all forms of violence and abuse and the attitudes that help perpetuate it.</b></p>	<p><b>Protected characteristics:</b> applies mainly to the protected characteristic of sex but also gender reassignment, race, disability and age</p>
<p><b>Rationale and evidence:</b> A focus on gender-based violence and the work of the Violence Against Women partnership.</p> <p>Equally Safe is Scotland’s strategy to take action on all forms of violence against women and girls. This is defined as the violent and abusive behaviour carried out predominantly by men directed at women and girls precisely because of their gender. Behaviour that stems from systemic, deep-rooted women’s inequality, and which includes domestic abuse, rape, sexual assault, commercial sexual exploitation, and so called ‘honour based’ violence and harmful traditional practices like female genital mutilation and forced marriage. Violence against women and girls can have both an immediate and long-lasting impact on the women, children and young people directly involved. Scotland’s first National Action Plan (SNAP) for Human Rights explicitly recognises that taking action to address violence against women and girls is needed to ensure that we realise the human rights of everyone in Scotland. The Highland Violence Against Women Partnership (VAWP) works to ensure that</p> <ul style="list-style-type: none"> <li>• Those affected by VAW receive services which meet their needs</li> <li>• Perpetrators are tackled about their behaviour</li> <li>• There is reduced acceptance of VAW</li> <li>• Healthier gender relationships are promoted</li> </ul> <p><b>Key sources:</b>            Equally Safe Strategy <a href="http://www.gov.scot/Resource/0049/00498256.pdf">http://www.gov.scot/Resource/0049/00498256.pdf</a>            Scotland’s National Action Plan for Human Rights <a href="http://www.snaprights.info/">http://www.snaprights.info/</a>            Highland Violence Against Women Partnership <a href="https://www.hvawp.scot.nhs.uk/">https://www.hvawp.scot.nhs.uk/</a></p>	<p><b>PSED elements:</b> 1,2,3</p> <p><b>Listed body:</b> This applies to Council; Education, Licensing Board. This outcome is shared with NHS, and Police Scotland is a key partner in this work</p>
<p>Measures:</p> <ul style="list-style-type: none"> <li>• No. of VAW training sessions delivered and no. of people attending</li> <li>• No of women and children identified by VAWPs as being affected by VAWG</li> <li>• No and % of perpetrators of VAW referred to interventions</li> </ul> <p><i>Full list of measures in the VAW performance framework</i></p>	



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Proposed actions in 2017	Progress 2017 -2019 and next steps	Lead
<ul style="list-style-type: none"> <li>Clear guidelines to support staff experiencing gender-based violence and tackle perpetrators</li> </ul>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>Gender-based violence guidelines available on the <a href="#">HVAWP website</a></li> <li>Highland Gender Equality and Violence Against Women Prevention and Education Framework was updated in 2018</li> <li>Ensure access to Domestic Abuse perpetrator programmes for offenders</li> <li>Develop a whole schools approach to prevention of VAWG</li> </ul> <p><b>Next steps:</b> NHS Highland and the Highland Council partnership working on Equally Safe at Work project</p>	<p>Care and Learning/Criminal Justice/  Violence Against Women Partnership  HR</p>
<ul style="list-style-type: none"> <li>Refresh priorities and measures for VAW</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>Implemented national performance framework</li> <li>Identified additional local performance measures</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>Develop VAW sessions for use by other agencies</li> <li>Develop practitioners network to support each other, share resources and good practice</li> </ul>	<p>Care and Learning/  Violence Against Women Partnership</p>
<ul style="list-style-type: none"> <li>Continue delivering the VAW training programme and evidence impact</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>The Highland Violence Against Women Partnership Training Report for 2017 and 2018 details that this year the recruitment of a part-time training officer has enabled a steady increase in the training numbers (65 courses, 588 delegates of which 316 were Highland Council employees). In January 2018 a refresher course for Routine Enquiry and MARAC courses</li> <li>Bespoke training sessions and workshops resulted in 274 participants from multiple services including Accident &amp; Emergency staff, Community Mental Health Teams, Education staff, third sector agencies. Participants report that they “feel more informed about gender inequality and its impact and demands”.</li> <li>Violence Against Women Partnership training is promoted on the Council’s Learning and development resource webpage.</li> </ul>	<p>Care and Learning/  Violence Against Women Partnership</p>

	<p><b>Next steps:</b></p> <ul style="list-style-type: none"><li>• Training programmes continue to be offered to all public services including practitioners in statutory (universal and specialist) and third sector services</li><li>• Partnership training will be provided on demand and where resources allow</li><li>• A full evaluation framework to be developed for 2019/20 including impact of training on service</li></ul>	
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<p><b>Equality Outcome 6 : Children and young people will benefit from improved access to mental health services and support</b></p>		<p><b>Protected characteristics:</b> Disability (mental health and learning disability) and Looked After Children</p> <p><b>PSED elements:</b> 1, 2, 3</p> <p><b>Listed body:</b> Highland Council. Education Authority</p> <p><b>Shared outcome</b> shared with NHS</p>
<p><b>Rationale and evidence:</b> To addresses the unequal access to mental health support for some children and young people.</p> <p>Key sources: <a href="#">Scottish Government Children and Young People's Mental Health Taskforce: delivery plan</a></p>		
<p>Measures:</p> <p>Increase in the number of Looked After Children offered CAMH consultations</p>		
Proposed actions in 2017	Progress 2017 -2019 and next steps	Lead
<ul style="list-style-type: none"> <li>Improving systems to improve health outcomes, including mental health and wellbeing for Looked After Children</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>Work around Adverse Childhood experiences (ACES) and trauma informed activity, including targeted sessions with schools and family teams supporting Looked After Children.</li> <li>Partnership work with <a href="#">NHS Highland Child and Adolescent Mental Health Services/Looked After Children</a> Development Project Children and young people who become looked after by their local authority are likely to have experienced early adversity, trauma and disruptions to care giving which can significantly impact their wellbeing, relationships, development and ability to engage with educational opportunities.</li> <li>Member seminars on mental health services in Highland held during 2018, including services for young people and involvement of NHS colleagues.</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>Services to be commissioned from NHS CAMH services</li> </ul>	<p>Care and Learning</p>

<p><b>Equality Outcome 7: Staff and pupils have a greater awareness of how they can support equality through delivery of curriculum for excellence and wider school approaches following the principles of the Highland Practice Model and SHANNARI.</b></p>		<p><b>Protected characteristics:</b> All</p> <p><b>PSED elements:</b> 1,2,3</p> <p><b>Listed body:</b> Education</p>
<p><b>Rationale and evidence:</b> This outcome supports work to build equality into work across schools and with education staff.</p>		
<p>Measures:</p> <p>88% of schools adapting and adopting the standard Equalities Policy for schools in Highland</p>		
<p><b>Proposed actions in 2017</b></p>	<p><b>Progress 2017 -2019 and next steps</b></p>	<p><b>Lead</b></p>
<ul style="list-style-type: none"> <li>Audit of School Policies. Develop a template to evaluate the Equalities Policies in schools</li> </ul>	<p><b>Activity:</b> 88% of Highland schools have adopted the new Equality policy. A template allows each school to carry out their own self-evaluation and develop their own tailored policy.</p> <p><b>Next Steps:</b> Nairn Academy pupils will review and update the policy in consultation with young people.</p>	<p>Care and Learning</p>
<ul style="list-style-type: none"> <li>Staff Training developed, promoted and rolled out</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>Training for education staff developed and runs several times a year</li> <li>E-learning equality and diversity training for schools has been developed and is available for education staff.</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>Ongoing delivery and monitoring of equality and diversity training</li> </ul>	<p>Care and Learning</p>

<p><b>Equality Outcome 8: Increase the number of young people with protected characteristics leaving school moving into positive and sustained destinations.</b></p>		<p><b>Protected characteristics:</b> Disability and Sex</p> <p><b>PSED elements:</b> 1,2</p> <p><b>Listed body:</b> Education</p>	
<p><b>Rationale and evidence:</b> A focus on the transition of young people moving on from Education. There is evidence of gender stereotyping in Highland schools by the time pupils reach age 5-7.</p>			
<p>Measures: Under-development</p>			
<p><b>Proposed actions in 2017</b></p>	<p><b>Progress 2017 -2019 and next steps</b></p>		<p><b>Lead</b></p>
<ul style="list-style-type: none"> <li>Review and relaunch Transitions Procedures</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>Transition team has been created between Children and Adult Services.</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>A protocol is to be developed following the creation of the team</li> <li>We will work with NHS Highland to continue to shift the balance of care to more community settings and to improve the arrangements and outcomes for young adults with care needs transitioning to NHS care and support (Corporate Plan).</li> </ul>		<p>Care and Learning</p>
<ul style="list-style-type: none"> <li>Activities to reduce gender segregation in positive and sustained destinations for young people leaving school.</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>Gender equality work being undertaken in nurseries</li> <li>Training in early years settings on gender stereotyping</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>Above work is ongoing and will be continued</li> </ul>		<p>Care and Learning</p>

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<ul style="list-style-type: none"> <li>Activities to increase the number of girls moving into training or employment in science, technology, engineering or maths (STEM).</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>Work carried out with SDS to address low numbers of girls in STEM. This is identified as a long term aim.</li> <li>Role models identified and involved in activities and STEM promotion</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>This work is ongoing and will continue</li> </ul>	<p>Care and Learning</p>
<ul style="list-style-type: none"> <li>Develop a resource bank of materials on gender stereotyping for schools on GLOW</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>Glow Equality and Diversity site is continually updated with equality and diversity resources.</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>This work is ongoing and will continue</li> </ul>	<p>Care and Learning</p>

<b>Equality Outcome 9: Reduce attainment and achievement gaps between pupils with protected characteristics</b>		<b>Protected characteristics:</b> Disability and Sex, also socio-economic impact <b>PSED elements:</b> 2
<b>Rationale and evidence:</b> Supporting aims to improve pupil attainment and improve the performance of pupils, particularly those experiencing poverty and deprivation.		<b>Listed body:</b> Education
<b>Measures:</b> <ul style="list-style-type: none"> <li>• Attainment (5+ awards at SCQF Level 5) by children from deprived backgrounds increased from 27% to 31% in 2017/18.</li> <li>• The percentage of Looked After Children in kinship care increased from 17.7% to 19.5% in 2017/18.</li> </ul>		
Proposed actions in 2017	Progress 2017 -2019 and next steps	Lead
<ul style="list-style-type: none"> <li>• Monitor the use of Developmental Overviews</li> </ul>	<b>Activity:</b> <ul style="list-style-type: none"> <li>• Information on poverty and gender continue to be monitored and show improved outcomes for girls from vulnerable families</li> </ul> <b>Next steps:</b> <ul style="list-style-type: none"> <li>• Next steps will link to the Corporate Plan aim to improve outcomes for Looked After Children and young people with Additional Support Needs and achieve better value from resources to support them.</li> </ul>	Care and Learning
<ul style="list-style-type: none"> <li>• Develop staff training around attachment, resilience, and child development</li> </ul>	<b>Activity:</b> <ul style="list-style-type: none"> <li>• Supported by the approach of the Equality and Positive Relationships policies, associated guidance and training.</li> </ul> <b>Next steps:</b> <ul style="list-style-type: none"> <li>• This work is ongoing and will continue</li> </ul>	Care and Learning
<ul style="list-style-type: none"> <li>• Further develop individualised support to maximise number of children with ASN who are able to</li> </ul>	<b>Activity:</b> <ul style="list-style-type: none"> <li>• Support continues to be developed and provided. There is an improving reduction in the number of ASN pupils on part-time timetables:</li> </ul>	Care and Learning

<p>sustain full-time school attendance.</p> <ul style="list-style-type: none"> <li>• Activities to reduce the number of children with Additional Support Needs who are not in school full time</li> </ul>	<p>17/18 – 70 ASN pupils on p/t timetables            16/17 – 80 ASN pupils on p/t timetables            15/16 – 95 ASN pupils on p/t timetables</p> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• The implementation of changes arising from the Redesign review on ASN are being brought forward as part of the Council's Change Programme, with a particular focus on benchmarking the level of support required across all Associated School Groups. The aim is to transform ASN services to enable schools to better meet the needs of children, so that resources are allocated equitably and meet the needs of children and young people.</li> </ul>	
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<p><b>Equality Outcome 10: We will meet the needs of children and families who have experienced interrupted learning.</b></p>		<p><b>Protected characteristics:</b> Disability, Race, also young carers and children from military families</p> <p><b>PSED elements:</b> 1,2,3</p>
<p><b>Rationale and evidence:</b> This outcome will focus on the needs of Gypsy/Traveller and Roma Children, young carers, children with ASN and children from military families</p>		<p><b>Listed body:</b> Education</p>
<p>Measures: Under-development</p>		
<p><b>Proposed actions in 2017</b></p>	<p><b>Progress 2017 -2019 and next steps</b></p>	<p><b>Lead</b></p>
<ul style="list-style-type: none"> <li>Annual Review of work undertaken by Co-ordinator for Interrupted Learners</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>Attendance of Gypsy/Traveller children monitored. (Substantive post had been on secondment but now returned)</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>Full annual review will continue from 2019</li> </ul>	<p>Care and Learning</p>
<ul style="list-style-type: none"> <li>Use of Welcome Pack for Interrupted Learners</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>Welcome pack is rolled out and regularly updated and associated training carried out. The pack is also used for Refugee and military families.</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>This work is ongoing and will continue</li> </ul>	<p>Care and Learning</p>