



From mountain to sea

Aberdeenshire's Equalities Mainstreaming and Outcomes Report 2017-21



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Foreword

This report highlights how Aberdeenshire Council, Aberdeenshire Education Authority and three Aberdeenshire Licensing Boards (in this document for ease of reference, these three entities are known as ‘Aberdeenshire’) are embedding equality practices by encouraging strong leadership of the equalities agenda across councillors, Strategic Leadership Team, the Education Authority and Licensing Boards.

We have a strong commitment to equality for all, and we recognise that promoting equality and diversity is a continuing journey. Building on our previous work, our aim is to support a fairer, inclusive Aberdeenshire where equality of opportunity is an important consideration in everything we do.

This report is designed to provide an overview of progress since the 2015 report in relation to:

- Mainstreaming equalities into the structures of Aberdeenshire Council, Aberdeenshire Education Authority and the three Aberdeenshire Licensing Boards (‘Aberdeenshire’)
- Progress in relation our Current Equality Outcomes (2013 – 2017).

This report offers clear evidence to residents, employees, pupils and licence holders of what is being achieved through the work we are doing since we last reported. Furthermore, the report sets out our new Equality Outcomes for 2017-2021.

We are focusing more on measuring our performance. That is why we have carried out three surveys, we have engaged with management and employees across Aberdeenshire and we have worked out what works well and what doesn’t. We have developed case studies highlighting good practice, we report on progress at regular intervals and we can demonstrate how far we have come since we began to make equalities a core consideration.



Jim Savege
Chief Executive



Richard Thomson
Council Co Leader



Alison Evison
Council Co Leader and
Chair of the Education
& Children’s Services



Stuart Pratt
Convener of the
North Licensing Board



Cryle Shand
Convener of the
Central Licensing Board



Peter Argyle
Convener of the
South Licensing Board

Part A: Mainstreaming

1 Our Equalities journey so far

In Aberdeenshire, we identified our first set of Equality Outcomes and reported on how we were mainstreaming equalities into our structures in 2013. Subsequently we reported on our progress in relation to this in 2015.

We are taking equalities into account in the way we go about our business when acting as:

- an Employer;
- a Policy Maker;
- a Service Provider;
- a Buyer of Goods and services;
- a Decision Maker;
- an Education Authority; and
- Licensing Boards.

We recognise that mainstreaming equalities has a number of benefits, including:

- equalities becomes part of the structures, behaviours and culture of Aberdeenshire, to the benefit of employees and Service users;

- we can demonstrate how, in carrying out our business, we are promoting equalities; and

- mainstreaming equalities contributes to continuous improvement, better performance and better value.

Elected Members are fully engaged with the equalities agenda and agreed to remit a six monthly report update to the Policy and Resources Committee. Accordingly, in November 2015, April 2016, and November 2016 reports were considered including action plans regarding the steps that have been taken to build equalities considerations into our work and progress on meeting our six Equality Outcomes.

Progress towards meeting our new Equality Outcomes will be an integral part of the council's Annual Report which is considered for approval by all Elected Members at a full council meeting each October.

2 Overview of Aberdeenshire in the context of Equalities

The National Records of Scotland report indicates that in 2015 Aberdeenshire's population was 261,960 and its total number of households was 109,631.

83% of the population in Aberdeenshire between 2015 and 2016 was economically active, from which 90.0% were males and 75.3 were females.

Aberdeenshire residents are, on average, more likely to be employed and economically active, earn higher salaries and contribute more in terms of Gross Value Added (GVA) per capita than their Scottish counterparts. There is also a strong entrepreneurial farming and food culture in the area, we contribute significantly to fish landings and associated products (40% of the total value in Scotland during 2015) and our tourism sector contributed £195.1m in GVA during 2015 (5.6% of the Scottish total). (Source: State of Aberdeenshire 2017)

However, there are economic issues that have the potential to change the prospects of certain sections of our population. The most immediate challenge since 2015 arguably concerns the downturn in the oil and gas sector. This is against a backdrop of cuts in public expenditure and recovery from the wider economic downturn. Despite that, unemployment in Aberdeenshire between 2015- 2016 was 3.3 %, lower than Scotland's overall average of 4.9%

Projected increase in Aberdeenshire's population between 2014 and 2039 is 19.7 %, the 3rd highest in Scotland. The 65+ age group is expected to increase by 64%, to 75,000 (or 24% of the projected population).

Aberdeenshire households are expected to increase to 135,000 by 2039, from 108,000 in 2014 (+25%). The area is also expected to have one the highest proportions of households with children.

Aberdeenshire's population increase is mainly driven by net migration but numbers had been falling since 2005 from over 322,000 to 95,000.

In considering data by Protected Characteristic, the following is noted:

Age

As per Census 2011 report, the population under 15 increased by 4.3%, the population aged 16 – 64 increased by 7.3% and the population aged 65+ increased by 30.9%. Aberdeenshire's rate of growth in the population age 80 and above was 23.5% (Source: Census 2011).

Religion or Belief

There has been an upward trend in the proportion of adults reporting not having a religion, from 40% in 2009 to 50% in 2015. There has also been a corresponding decrease in the proportion reporting 'Church of Scotland', from 34% to 25%. 14% of respondents declared themselves as Roman Catholic, 7.6% as Other Christian and 1.4% as Muslims. (Source: 2015 Scottish Household Survey)

Marriage and Civil Partnership

As of 2015, the vast majority (96%) of adults aged 16 to 24 have never been married or been in a same sex civil partnership. For those in the age bands between 35 to 74, marriage is the predominant status and accounts for 61% of adults across these categories and 45% for those aged 75 or over. 43% in this age are widowed or a bereaved civil partner. (Source: 2015 Scottish Household Survey)

Race

As of 2017, 94.5% of Aberdeenshire's residents are identifying themselves as White British with 61.3% identifying themselves as Scottish. (Source: State of Aberdeenshire 2017)

Disability

As per Census 2011, 6.3% of Aberdeenshire's population had a long term health problem or disability which limited their day-to-day activities. 26.9% of the population had one or more health conditions. (Source: Census 2011)

A total of 29 per 100,000 of under 18s in Grampian were admitted to a mental health unit in 2014/15 – higher than in 2009/10 (25.3) but lower than in Scotland (43.7). (Source: State of Aberdeenshire 2017)

Pregnancy and Maternity

There were 2,891 births in Aberdeenshire in 2015. Approx. 22% of babies are born to mothers aged over 35 years – almost triple the figure recorded in 1991. 38.9% of babies in 2015 were born to parents who were not married, the 3rd lowest proportion in Scotland. 85% of mothers were born in the UK, and 9.1% in the EU (the 6th highest proportion of EU mothers in the country). (Source: State of Aberdeenshire 2017)

Sex (Gender)

In 2015 the resident population in Aberdeenshire consisted of 130,100 males and 131,800 females. From that, 90.9% of males and 75.3% of females were economically active. (Source: Office for National Statistics)

Sexual Orientation

98.1% respondents to the Scottish Household Survey in 2015 identified themselves as Heterosexual/Straight, 0.8% as Gay/ Lesbian and 0.2% respectively as Bisexual or other. 0.7% refused to disclose. (Source: 2015 Scottish Household Survey).

Gender Reassignment

There are no records on numbers for this Protected Characteristic.

3 The Legal context

3.1 The Public Sector Equality Duty

Section 149 of The Equality Act 2010 came into force in April 2011, introducing a new Public Sector Equality duty that became law across Scotland. The Public Sector Equality Duty has three parts with which we must comply. It requires public bodies such as Aberdeenshire Council, Aberdeenshire Education Authority and the three Aberdeenshire Licensing Boards to have due regard, or to consciously consider, the need to:

1. Eliminate discrimination, harassment and victimisation;
2. Advance equality of opportunity between those who have Protected Characteristics and those who don't; and
3. Foster good relations between those who have Protected Characteristics and those who don't.

3.2 What are Protected Characteristics?

Everyone is protected by the Act. Every person has one or more of the Protected Characteristics, so the Act protects all of us against unfair treatment. The Protected Characteristics are:

Age

The Equality Act 2010 protects people of all ages. Aberdeenshire Council has divided this into two groups- age (younger) and age (older). Please note that there is no fixed boundary between age (younger) and age (older) as this will depend on the context.

Disability

'Disability' includes people with physical, learning and sensory disabilities, people with a long-term illness, and people with mental health problems.

Gender Reassignment

The Equality Act 2010 provides protection for Transgender people. A Transgender person is someone who proposes to, starts or has completed a process to change his or her gender.

Marriage and Civil Partnership

Marriage is defined in The Equality Act 2010 as a union between two people of different or of same sexes. In addition to same sex marriage, same sex couples can also have their relationship legally recognised as 'civil partnerships'.

Pregnancy and Maternity

The law covers pregnant women or those who have given birth within the last 26 weeks, and those who are breast feeding.

Race

Under The Equality Act 2010 'race' includes colour, nationality and ethnic or national origins. It also includes Gypsy Travellers.

Religion or Belief

In The Equality Act 2010, religion includes any religion. It also includes a lack of religion. Belief means any religious or philosophical belief or a lack of such belief.

Sex (Gender)

Both males and females are protected under The Equality Act 2010.

Sexual Orientation

The Equality Act 2010 protects Lesbian, Gay, Bisexual and heterosexual people.

3.3 The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012

The Scottish Government introduced a set of specific equality duties to support the better performance of the general duty by public bodies. These duties include requirements to:

- publish a report on the progress of mainstreaming the equality duty by 30 April 2015 and at intervals of not more than two years thereafter;
- publish equality outcomes and report on progress;
- assess and review policies and practices;
- gather and use employee information;
- publish gender pay gap information;
- publish an equal pay statement; and
- consider award criteria and conditions in relation to public procurement.

On 25 April 2013 Aberdeenshire Council approved the report entitled "Aberdeenshire's Equalities Mainstreaming Report and the Equality Outcomes" ("[The Report](#)"). On 29 April 2013 the three Aberdeenshire Licensing Boards approved The Report and on 23 May 2013 the Aberdeenshire Education, Learning and Leisure Committee also approved The Report.

In April 2015, Aberdeenshire Council, the Aberdeenshire Education, Learning and Leisure Committee, and the Aberdeenshire Licensing Boards approved the following reports:

- Aberdeenshire's Equalities [Mainstreaming Progress Report 2015](#)
- Aberdeenshire's Equality [Outcomes Progress Report 2015](#)

We are required to publish the following information:

- a fresh Mainstreaming Report no later than 30 April 2017 and subsequently at intervals of not more than two years;

- a report on the progress made to achieve the equality outcomes no later than 30 April 2017; and
- a fresh Equality Outcomes no later than 30 April 2017.

This report highlights the progress which has taken place since 30 April 2015.

We are committed to meeting the Public Sector Equality Duty and Specific Duties. We will ensure that we:

- take effective action on equality;
- make the right decisions, first time around;
- develop better policies and practices, based on evidence;
- are more transparent, accessible and accountable;
- deliver improved outcomes for all in the community; and
- ensure our equality outcomes have a positive impact

3.4 Bringing this report to life

Throughout this report and in [Appendix 4: Case Studies](#) examples, case studies and vignettes have been used to “bring this report to life” including feedback from employees and residents with different Protected Characteristics. These are used throughout the report and have been labelled accordingly.

We are continuing to build equalities into our organisational structures, adopting an inclusive approach to developing and delivering our equalities vision, strategies and plans, through approaches which are outlined below. Many of the mainstreaming activities described support the delivery of Outcome 1 - ‘Aberdeenshire Council employees, councillors, the Aberdeenshire Licensing Boards and the Aberdeenshire Education Authority have an increased understanding about the challenges facing people from different groups and will respond to their requirements’.

3.5 Equalities Governance Framework

As reported in [April 2015](#), the Equalities Governance Framework was reviewed and updated to support and promote the equalities agenda throughout Aberdeenshire. In the last two years this structure has had an opportunity to embed and has very much become part of our structure across:

1. Aberdeenshire Council;
2. Aberdeenshire Education Authority; and
3. The three Aberdeenshire Licensing Boards.

3.5.1 *Structure of the Equalities Governance Framework:*

There are a number of elements to the structure, as follows:

Equalities and Human Rights Strategy Board (EHRSB)

The Equalities Strategy Board (EHRSB) is made up of senior employees who have been nominated to represent their relevant council Service and trade union

representation. Membership reflects the broad range of services provided by the council and the need for a council-wide approach to equalities. The Board provides direction to ensure Aberdeenshire's ability to comply with The Equality Act 2010 and The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. It actively supports the work of the Corporate Equalities and Human Rights Group (CEHRG). The Board effectively communicates to Service Management Teams the ongoing work of the EHRSB and the CEHRG and highlights the key equalities messages and actions that require to be implemented by Services. The EHRSB meets on a quarterly basis and is chaired by the Director of Education and Children's Services, who in turn reports to the Chief Executive.

Corporate Equalities and Human Rights Group (CEHRG)

The Corporate Equalities Group (CEHRG) is made up of employees who have been nominated to represent their relevant council Service. Membership reflects the broad range of services provided by the council and the need for a council-wide approach to equalities. The CEHRG acts as a conduit between the EHRSB and the Equalities Service Project Teams. It actively supports and acts upon direction provided by the EHRSB and ensures effective communication occurs with the EHRSB and the Equalities Service Project Teams. The CEHRG meets every two months and is chaired by the Head of Customer Communication and Improvement, who in turn reports to the Director of Business Services.

Equalities Service Project Team/ Networks

Project Teams/ Networks have been established within each Service to deliver actions based on the direction given by the EHRSB and the CEHRG and undertake the actions required to achieve Aberdeenshire's ability to comply with The Equality Act 2010 and The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012.

Human Resources and Organisational Development Equalities Group

This group promote equalities and diversity across all employees of the council. It is also working to achieve equality outcomes from objectives identified from monitoring data, employee surveys and other events/materials. In addition, it embeds equalities through employment policies and procedures, and behaviours, and raises awareness of equality and diversity issues.

Service Champions

Approximately 60 Service Champions have been nominated across the council, Education Authority and staff that support Licensing Boards. Their role is to support the mainstreaming of equalities by assisting staff when completing Equality Impact Assessments and responding to day to day queries regarding equalities matters. They undertake this role in addition to fulfilling their substantive job remit. They assist with passing updates to their Services about equality legislation and relevant issues, as relayed through the Equalities team. They also encourage discussions on equality matters when they attend meetings. Regular sessions with the Service Champions are facilitated by the Equalities Team, Legal and Governance, and a representative of the Areas Team to keep them updated on the progress of the equalities agenda and to share good practice.

Elected Members Champions

Five Elected Members have been appointed to act as a point of contact for any equalities related queries which Elected Members may have. The role of the Elected Members Champion is to encourage discussions on equalities when attending meetings, committees and conferences; to help champion equalities within the local community and with external bodies and partners; to take part in discussions about setting equality outcomes; to represent the council on equality issues during the Best Value Audit and to promote campaigns and articles, as appropriate. Examples of involvement by Elected Members Champions are demonstrated in the following case studies:

Case Study

Councillor Ross Cassie (Equalities Members Champion) at the beginning of the meeting of Aberdeenshire Council on 26 January 2017, reminded colleagues of Holocaust Memorial Day (HMD) which was due to be marked on Friday 27 January 2017. He highlighted the film '[How Can Life Go On](#)' which is a short film to mark HMD and urged councillors to view and share the film on their social media accounts.

Case Study

After the EU Referendum, at the meeting of Aberdeenshire Council on 30 June 2016 the following urgent motion was passed by Aberdeenshire Council:

“This Council condemns racism, xenophobia and hate crimes unequivocally. We are proud to live in a diverse and tolerant society. Racism, xenophobia and hate crimes have no place in our country. Aberdeenshire Council will continue to work with others to tackle and prevent racism and xenophobia. We reassure all people living in Aberdeenshire that they are valued members of our community.”

Elected Members forming our new council following Local Government Elections on 4 May 2017 will be invited to take on this role. The aim is to have at least one Elected Member representative for each of our six geographical areas.

Policy & Performance Team

Within the Policy & Performance Team, the Strategic Policy Leader (Community Engagement and Equalities) leads a small team who progress the actions of the EHRSB and CEHRG. The team facilitates the development of the equalities vision, strategies and plans. It supports the corporate approach to equalities, complements the work of Services and monitors and reports on progress.

Mental Health First Aiders

Aberdeenshire Council recognises the importance of supporting its employees, particularly where it comes to their mental health. Since 2015, a group of approximately 20 volunteer employees have been trained to provide mental health first aid should the circumstance arise. In the same way that physical first aiders are

there to support colleagues should they have a physical health problem until more qualified help arrives, mental health first aiders are there to support staff in a crisis situation

Minority Ethnic Outreach Worker

A new post, Minority Ethnic Outreach Worker, has been funded by Aberdeenshire Council and Aberdeen City Council to support the minority ethnic community to access housing.

3.6 Equality Impact Assessments (EIAs)

Aberdeenshire uses the Equality Impact Assessment (EIA) process to ensure that we evidence how we are giving due regard to the three elements of the Public Sector Equality Duty. This process takes account of all nine Protected Characteristics and includes all three parts of the Public Sector Equality Duty. Specific guidance on the completion of Equality Impact Assessments has been re-developed for employees carrying out EIAs. This guidance, written in the style of an e-magazine and entitled '[Understanding Equality Impact Assessments](#)'. It includes good examples of live EIAs, a flowchart to determine if there is a potential impact on people with Protected Characteristics, and examples of the potential different impacts on protected groups. The guidance is available for employees to access through the Equalities pages of the council's intranet. To supplement this, an e-learning module has also been developed to support employees preparing EIAs.

EIAs are published on the equalities pages of Aberdeenshire Council's website. Since our last report, we have been successful in introducing a feature allowing a link to EIAs relating to committee reports to be published virtually automatically to the Equalities area on the website.

3.7 Prejudice and Discrimination Reporting Process

Since our last report we have updated this process. A Prejudice and Discrimination incident is any discriminatory act based on prejudice or discrimination against an individual as a result of:

1. The victim having one or more of the Protected Characteristics under The Equality Act 2010, for example X is treated unfairly due to having a disability; or
2. It is assumed that the victim has one or more of the Protected Characteristics, for example Y is bullied because people think that he is Gay; or
3. The victim is associated, or assumed to be associated with someone who has one or more of the Protected Characteristics e.g. Z is sacked because her partner is a Muslim.

The Prejudice and Discrimination Report can be used to report behaviour such as, but not restricted to:

- offensive language
- threatening behaviour
- physical violence

- abusive text messages, emails or comments on social media
- spreading rumours, being ignored or excluded
- having belongings stolen or damaged, based on having one or more of the Protected Characteristics

3.8 Committee reporting structure

Committee reports take account of equalities issues. We are working to ensure that we are consciously considering equalities from the start to the finish of work activities, and incorporating reviews where appropriate.

3.9 Budget savings

Equalities considerations have been built into the Budget Savings Process. Equality Impact Assessments are carried out as part of the development of the budget.

3.10 Communications Plan: Getting the message out to employees and Service users

We continue to use a broad range of communication methods available to us to engage with employees and residents:

3.10.1 *Intranet*

We continually update our equalities pages on Arcadia, our employee intranet, which provides comprehensive guidance on all equalities matters to support employees when dealing with equalities issues.

3.10.2 *Equalities and Diversity Calendar*

We have compiled an Equalities and Diversity calendar with key dates relating to Protected Characteristics. Every month we select dates from this calendar and promote them through articles on our intranet. The purpose being to highlight that equalities considerations are part of everyday life.

Some of the articles to date include: International Older People's Day, Black History Month, Hate Crime Awareness Week, World Breastfeeding Week, International Youth Day, Stonewall No Bystanders Pledge, Gypsy/Traveller History Month, Ramadan and LGBT (Lesbian, Gay, Bisexual and Transgender) Pride Month. Published examples:

Aberdeenshire's Syrian new Scots – this provided an overview of the success in resettling up to 50 Syrian families in Aberdeenshire. Our first Aberdeenshire Syrian new Scots began arriving in February 2016, from camps and settlements in Jordan, Lebanon, Turkey and Iraq. [See Case Study 1.](#)

National Autism Week - Autism-friendly Aberdeenshire was launched to tie in with World Autism Awareness Week (2-8 April 2016). This provided an opportunity to challenge public perceptions of autism, whilst raising awareness of this exciting new initiative. This year, Aberdeenshire Council is working in partnership with NAS in the launch of their biggest ever public awareness campaign – 'Too Much Information' – to coincide with World Autism Awareness Week. [See Case Study 2.](#)

3.10.3 *Equality and Diversity Day*

Respecting Equality and Diversity Week took place on 26 November 2015. The purpose of the day was to raise awareness of the equality and diversity training and to provide an opportunity for as many members of staff as possible to complete the training.

3.10.4 *Social media*

We are increasingly using social media as a means to communicate with employees and residents. Here is an example of a tweet in relation to International Day Against Homophobia, Biphobia and Transphobia.



3.11 Interpretation & Translation Policy

We continue to develop our provision of interpretation services and access to translated information. Services are encouraged to use both face-to-face interpreters, telephone interpretation in council offices, and translation of key documents where appropriate, to ensure communities' effective access to Services. These documents are published on the council's website.

The council aims to translate key publications and documents which are targeted towards people who may not speak English into the top four main community languages after English. These documents are published on the council's website. Recognising the changing structure of the population in Aberdeenshire, we will periodically review whether changes need to be made to the languages included.

On many of our publications, a statement explaining how members of the public can request the document in another format is included on the front page. This statement includes the top four most requested languages in Aberdeenshire.

As part of our commitment to ensuring access to services the council closely monitors the quality of services provided by its external suppliers for the provision of interpretation, translation and transcription services.

The Education & Children's Service provides support for learners and their families undertaking a consultation, advisory, training and teaching role through the English as an Additional Language Service.

Working with our partners and neighbouring authorities a guide to living and working in the North East has been produced in Arabic, Latvian, Lithuanian, Polish, Portuguese and Russian.

3.12 Training and Development

To support our equalities work we need to ensure employees from Aberdeenshire Council, the Education Authority, Elected Members and those sitting on Licensing Boards are aware of our equality duties, and also how they affect Service delivery and employee management.

3.12.1 *E-Learning for Employees and Councillors in relation to The Public Sector Equality Duty*

- a) As at April 2015 we ran a number of three hour briefing sessions for Report Writers, Service Champions, Service Managers, Area Managers, Committee and Monitoring Officers, and Heads of Service in order that they have a good understanding of the Public Sector Equality Duty. In order to assist with the roll out of training, an e-learning package had been developed entitled "Equalities: - What Does It Mean For Me?" which all employees must complete. It was recognised that not every employee has access to a computer as part of their job. Accordingly, a DVD was produced to assist with the roll out of this training. To date 8,400 people (54% of employees) have completed the course Equalities: - What Does It Mean For Me? Respecting Diversity Training
- b) As reported in April 2015, this e-Learning course was developed to help highlight the impact a negative approach towards another person's culture, belief or views can have on all individuals concerned. The course includes six different workplace scenarios, each highlighting one of the Protected Characteristics detailed in The Equality Act 2010. We have placed great emphasis on this being completed by all of our employees, with regular articles promoting the course featured on our intranet homepages, within Service newsletters and in payslip messages. The promotion of the course will continue for the foreseeable future to ensure we are always capturing the attention of new employees.
- c) To date, 9,037 people (58% of employees) have completed the Respecting Diversity course, which has received a positive response so far. It is recognised that not every employee has access to a computer as part of their job. Accordingly a DVD was produced to assist with the roll out of this training with ongoing discussions taking place within Services to identify opportunities to deliver this to specific employee groups, namely cleaners and school crossing patrollers.

The percentage of employees who have completed either of the training courses is a significant achievement, which demonstrates a high proportion of the

council's workforce is committed to and recognises the importance of equalities being integral to delivering services to our customers. An example of employee feedback is noted below:

Bennachie View care home has held group training sessions for staff to carry out 'Respecting diversity' training which was developed by Aberdeenshire Council. Feedback from staff was that the group sessions encouraged discussion and positive debates and conversations around all Protected Characteristics. The centre manager participated in a number of the sessions and gave positive feedback about the impact upon colleagues. She said: "I feel the staff have sound values and were well aware of respecting diversity. The training has helped highlight the different types of discrimination."

d) Understanding Equality Impact Assessments

An e-learning course has been developed which provides support to those employees who require to complete Equality Impact Assessments.

e) Mentally Healthy Workplace Training

This training continues to be rolled out. It is open to all employees but is aimed particularly at those with any line-management responsibility. There has been an increase in the uptake of this course since April 2015. Participants regularly comment on the beneficial nature of a face to face session for sharing experiences and examples of good practice with others. This is supported by an e-learning package which is available to all employees on our e-learning site.

3.13 Participation and Representation

Aberdeenshire is committed to mainstreaming equality considerations into partnership activities and plans. We recognise that encouraging equal opportunities is an important objective of the community planning process, given that their purpose is to lead to a more equitable, just, and inclusive society. In the last two years, the Provost has made many visits to groups which represent people with different Protected Characteristics.

Engaging with equality groups is a key part of this process, and there is already good work ongoing in this regard. For case studies regarding ongoing collaborative work, please refer to [Part B: - Equality Outcomes: - 2013 – 2017](#) in respect of Aberdeenshire Council, Aberdeenshire Education Authority and the three Aberdeenshire Licensing Boards

We are aware that when working within a partnership we should take the lead role in ensuring compliance with the duty. We will continue to provide input to the following groups:

3.13.1 *Scottish Councils' Equality Network*

This is a Network of Equality Officers from Scottish Local Authorities working closely with the Convention of Scottish Local Authorities (COSLA), the Scottish Government and the Equality and Human Rights Commission (EHRC). The Network is an excellent hub for information-sharing, professional support and often acts as a voice on equalities matters in Scotland. A member of our Equalities Team sits on the SCEN sub group for Human Rights.

3.13.2 *Policy and Resources Gypsy/ Traveller Sub Committee*

Police Scotland and NHS Grampian officer representatives attend when there are relevant agenda items. There is discussion of the equalities legislation and our corporate equalities policy position on Gypsy/Travellers.

3.13.3 *Gypsy/ Traveller Inter-agency Group*

This is a Grampian-wide officer group comprising the three local authorities (Aberdeen, Aberdeenshire and Moray), Police Scotland, NHS Grampian and Grampian Regional Equality Council (GREC). The group seeks to pursue a joint approach to responding to Gypsy/Traveller issues within the Grampian area.

The group meets quarterly in Inverurie to consider cross-boundary Gypsy/Traveller issues, including implementation of a Grampian-wide Gypsy/Traveller Action Plan.

3.13.4 *Gypsy/Traveller Officer Working Group*

The Gypsy/Traveller Officer Group (GTOG) comprises of council officers and representatives from Police Scotland and the NHS.

The remit of the Group is to develop, monitor and provide feedback on policies, procedures and practices in respect of:

1. The Gypsy/Traveller Strategic Outcome Statement; and
2. Associated actions and documents produced as a result of the Implementation of the Strategic Outcome Statement.

GTOG meets quarterly or as required, and reports to the Gypsy/Traveller Sub Committee.

The council's Housing Service is now the lead Service for dealing with unauthorised encampments and Gypsy/Traveller site provision. Aberdeenshire Council has a dedicated full-time Gypsy/Traveller Liaison Officer.

3.13.5 *The Ethnic Minority Forum (EMF)*

This is an Aberdeen City and Aberdeenshire-wide forum. Membership includes the two local authorities, other key Community Planning Partners, the British Red Cross, Aberdeen Council of Voluntary Organisations (ACVO), Grampian Regional Equality Council, other community groups and individuals. The EMF provides a key link between local service providers and the local minority ethnic communities, including Eastern European migrants. The Forum seeks to take forward issues of interest and concern to the local minority ethnic communities. It also acts as a sounding board on relevant plans and policy issues.

The Forum seeks to organise two public events every year. The EMF Steering Group meets every eight weeks, plus some ad-hoc meetings to consider specific issues or to plan special events.

3.13.6 *Integrate Grampian Forum*

This is a Community Planning Partnership Forum which seeks to promote community cohesion and the integration of new residents in Aberdeenshire. The Forum oversees the Prejudice Incidents Reporting process in Aberdeenshire.

3.13.7 *Minority Ethnic Housing Project*

The Minority Ethnic (ME) Housing Project has been running since November 2007. The funding partners are Aberdeenshire Council, Aberdeen City Council, Castlehill Housing Association, Grampian Housing Association, Langstane Housing Association and Tenants First Housing Co-operative. The project has a dedicated Minority Ethnic Outreach Worker who ensures that the ethnic minority communities are better informed about what their housing options are and how to access them, and provides help and support in securing and maintaining tenancies.

3.13.8 *Peterhead Inclusion Forum*

This group seeks to deal with issues affecting good relations between migrants and the local people in and around Peterhead. Peterhead Inclusion Forum works closely with primary schools and churches in the Peterhead area and the local Community Learning and Development network to provide support to disadvantaged and vulnerable children and parents in Peterhead.

3.13.9 *Minority Ethnic Working Group*

This group is made up of officers from the Housing and Social Work Service, the Community Engagement and Equalities Team and the Ethnic Minority Housing Worker (based at Tenants First Housing Association). The group oversees implementation of the ethnic minorities housing action plan and related issues.

3.13.10 *Grampian Regional Equality Council*

Grampian Regional Equality Council (GREC) promotes and champions equality and diversity in the North East of Scotland and its mission is to work with others to ensure that everyone is valued for who they are and is able to contribute with encouragement, and without fear of discrimination or unfair treatment.

3.13.11 *Stonewall Scotland*

Aberdeenshire Council has developed links with Stonewall Scotland through the Workplace Equality Index, the Diversity Champion Programme, the Education Champion Programme, the Education Equality Index and the Good Practice Programme. The purpose of the various programmes is to provide bespoke support and guidance to local authorities to tackle homophobia and transphobia.

Aberdeenshire took part in Stonewall's 2014, 2015 and 2016 Workplace Equality Index. The Index is Britain's leading tool for employers to measure their efforts to tackle discrimination and create inclusive workplaces for Lesbian, Gay, Bisexual and Transgender (LGBT) employees. Through this programme, eight Straight Allies have been appointed within the organisation. Overall, since 2011 Aberdeenshire Council has increased its rankings in the Workplace Equality Index by 156 places.

3.13.12 *Community Planning Partnership (CPP)*

The Community Planning Board continues to adopt the council's committee processes in the way it takes account of equalities issues. Other more recent examples are as follows:

Aberdeenshire Citizens' Panel – recruitment of members

The jointly-funded Citizens' Panel has been in operation since 2004 and involves around 1250 residents. A panel refreshment exercise was undertaken in October 2016 in order to recruit new panel members. The standard recruitment questionnaire was updated to incorporate equalities monitoring information. The information is gathered to ensure that the panel membership is as representative of Aberdeenshire's population as possible. The equalities monitoring information helps us to ensure that everyone's Protected Characteristics are being taken into consideration

Community Planning website redevelopment

The "Our Aberdeenshire" community planning website was redeveloped in 2016 to ensure that information on community planning remained as accessible as possible across all difference channels.

Local Community Plans and Equality Impact Assessments (EIAs)

The six Local Community Planning Groups revised their Local Community Plans in 2016. These plans identify priority outcomes and actions to improve the quality of life for those living and working in the area based on evidence and engagement with the local community. An EIA was undertaken for each of the plans.

Participatory Budgeting Pilots

Residents in central Peterhead and north Fraserburgh were given the opportunity to vote on how funding would be allocated to projects to improve health and wellbeing and tackle health inequalities in their communities. Support was given to local projects to be able to apply for the funding and plain language was used for publicity and guidance. Translation was also offered for those without English as a first language who may be interested in voting or applying for funding.

Socioeconomic inequalities

A Local Outcomes Improvement Plan for Aberdeenshire is currently being developed with a view to publication in April 2017. The CPP intend to do an EIA for the LOIP to identify groups which may require impact mitigation or bespoke engagement and consultation. All this in order to work together on reducing inequalities of outcome which result from socio-economic disadvantage and to secure involvement from groups from those communities experiencing socio-economic disadvantage.

4 Aberdeenshire as an employer

Aberdeenshire Council values all employees and recognises the importance of equality of opportunity. We aim to achieve this by ensuring the operation of fair and consistent employment practices that take account of the diversity of groups and individuals.

4.1 Workplace profile

We aim to have a diverse workforce which reflects the communities we serve. We seek to achieve this by ensuring the operation of fair and consistent employment practices that take into account the diversity of groups and individuals in our community. By doing this, we aim to be an employer of choice and to be recognised as an employer that provides fair employment opportunities for all.

Further information in relation to our workforce profile, gender pay gap, equal pay and occupational segregation for Aberdeenshire can be found at:

[Appendix 1 Aberdeenshire Council's workforce profile](#)

[Appendix 2 Aberdeenshire Education Authority's workforce profile](#)

[Appendix 3 Equal pay statement, occupational segregation and gender pay gap](#)

4.2 Human Resources & Organisational Development (HR&OD) policies

Human Resources policies continue to be prioritised for review on a rolling three year programme, subject to change if a policy requires to be revised in relation to an amendment in terms and conditions either at local or national level, or to take account of new or amended employment legislation. In 2017 the equalities and attendance management policies are scheduled to be reviewed.

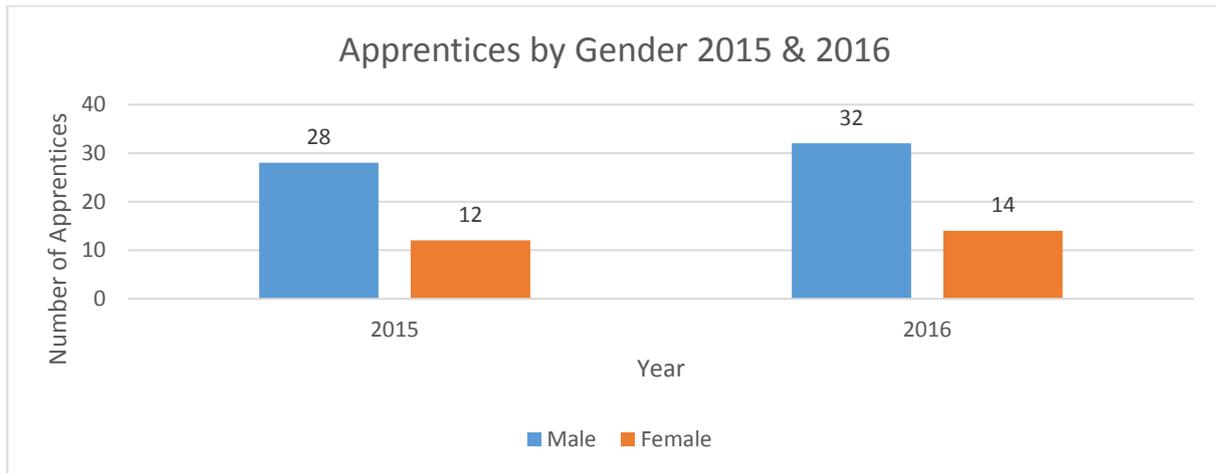
4.2.1 *Recruitment policy*

The recruitment policy was reviewed in 2015 with some changes made to expand guidance on genuine occupational requirements and positive action. More information is now available on interview questioning to provide guidance to managers on acceptable and unacceptable questions and the reasons for these.

- Recruitment processes have been adapted to continue to promote equalities. The candidate short-listing process was changed to make it easier to identify applicants who wished to be considered for interview through the Guaranteed Job Interview Scheme.
- A more proactive feedback mechanism was introduced to allow us to directly respond to any complaints and suggestions for improvement. Previously, received feedback was anonymous. This new system allows the candidate to leave their contact details so issues can be managed more proactively.
- Within the reporting period the Two Ticks Scheme has been replaced by the Disability Confident Scheme. Following an assessment we have gained the 'Employer' level. This is the second level of the three available.

4.2.2 *Apprenticeship schemes*

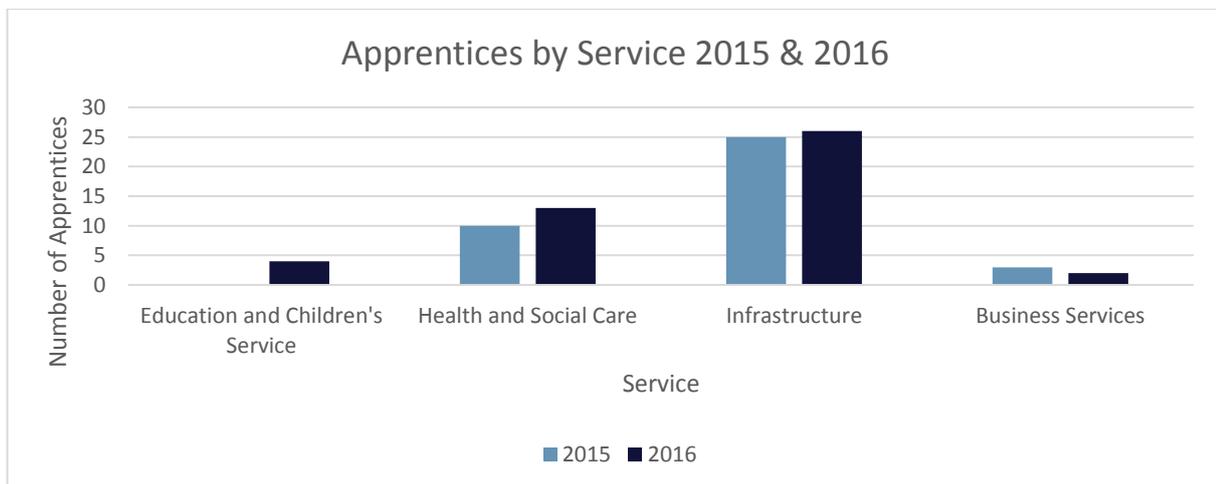
The Resourcing Team within Human Resources and Organisational Development has been working extensively over the last two years to develop new apprenticeship opportunities across the council. This work links in with the Skills Development Scotland Apprenticeship Weeks in March each year and supports the establishment of our Apprentice of the Year Award. Please see [case study 3: Developing the Future Workforce](#).



1. The make-up of Aberdeenshire Council's apprentices by gender in 2015 and 2016

Further to this, the team has introduced apprentice workshops to schools within the Council area and attends school events for students and parents to promote apprenticeships within the Council. The team have also worked on two specific external projects (REACH and SEARCH) in partnership with Aberdeenshire University and The Princes Trust to deliver employability skills to young people who are disabled or come from disadvantaged backgrounds. This has the added benefit of promoting apprenticeships and the council as an employer while increasing the employment prospects of the attendees.

The launch for a new scheme of providing paid work placements for Aberdeenshire Looked After Children is also planned in due course and a pilot of two young people commenced in February 2017.



2. The split of apprentices by Service in Aberdeenshire Council in 2015 and 2016

4.2.3 Disability leave scheme

The review of Aberdeenshire Council's disability leave scheme, undertaken in 2014, was finalised and issued in June 2015. The amendments included:

- A definition of what disability leave is and how it relates to Aberdeenshire Council's responsibilities under The Equality Act 2010.
- The policy now sign-posts who should be involved in the process of identifying whether reasonable adjustments should be made or if leave should be considered. This includes the employee and service, our occupational health provider, Human Resources, employee's GP/specialist and on occasion a disability advisor from the Job Centre.

4.2.4 *Grievance*

The grievance policy was reviewed in 2016 and updated to continue to promote effective resolution to employee's issues. It contains expanded information promoting the mediation service that can be accessed by employees to resolve work place concerns. A number of concerns are covered by this policy, including issues related to equal treatment across any of the Protected Characteristics.

The procedure aims to simplify the process for employees to ensure efficient resolution to issues within the working environment while ensuring all employees are treated in an equitable manner.

4.2.5 *Bullying and harassment*

The bullying and harassment policy and related guidance have been revised to update the information contained within it for LGBT employees. Signposting has been included to raise LGBT employees' awareness of the information and support services available to them within the local area. Guidance for contacting the equalities team for issues related to harassment and the council's responsibilities in this area has also been included.

The "anti-bullying and harassment policies in practice" session was revised as part of Respecting Diversity week in 2015 and it was updated to include a webinar and supporting documents. The bullying and harassment guidance and support is available to ensure employees and line managers are equipped to recognise and act appropriately to challenge bullying and harassment when it happens, in whatever context.

4.2.6 *Work performance*

The work performance policy is currently under review to continue to promote fair and equitable treatment of employees while trying to improve standards of work performance. The update will focus on:

- Relevant information relating to health and disability issues will be included to ensure the correct procedure is applied and any necessary occupational health interventions are made. This should allow for consideration of issues that may be affecting performance other than lack of capability.
- Manager's responsibilities under the procedure are clearly outlined to ensure a clear understanding of all the tools that can be used to assist them in managing performance, ensuring concerns are identified and discussed to allow adequate support to be given in all circumstances.

- Advice on the support available from HR including a case review by HR before a case progresses to a capability hearing. This will allow for a further opportunity to consider any factors linked to Protected Characteristics.
- Documents will be developed to support the manager in all aspects of a work performance while HR engagement is advised, particularly in the case of disability.
- It will be recommended that managers attend policies in practice training in this area to improve their knowledge and skills to allow for improved practice in managing employee performance.

4.2.7 Code of conduct

A code of conduct is currently being developed which will set out a framework for core behaviours, values and attitudes that all Aberdeenshire Council employees are expected to demonstrate when undertaking their job role. The framework will be linked to the Protected Characteristics and provide a clear steer on how employees will work, for example, how we treat others and what we say and how we say it. It will also ensure that the council is an effective, positive and collaborative place to work.

5 Procurement

The Procurement Reform (Scotland) Act 2014 Act makes specific reference to “reducing inequality in the area” in the context of addressing “wellbeing”. Where it is proportionate and relevant to do so, this allows councils to potentially further their objectives in terms of the nine Protected Characteristics covered by the Public Sector Equality Duty under the Equality Act 2010. The nine Protected Characteristics are as follows:

i) Age; ii) Disability; iii) Gender Reassignment; iv) Marriage and Civil Partnerships; v) Pregnancy and Maternity; vi) Race (including Gypsy/ Travellers); vii) Religion and Belief; viii) Sex (gender) and ix) Sexual orientation

The Public Sector Equality Duty requires the councils to have due regard to the inclusion of award criteria which will assist in meeting obligations under the Public Sector Equality Duty. Award criteria and contract performance conditions must be related to and proportionate to the subject matter of the contract or framework. The most obvious link with criteria associated with the power to advance wellbeing are health related factors and in terms of fair work practices, i.e. the promotion of physical, social and mental health and reducing health inequalities.

As a public sector employer, the council has a general equality duty to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010;
 - 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.
-

For example: when procuring care/support services, it would be permissible to ask bidders to demonstrate an understanding of how equalities legislation applies to delivery of services.

5.1 Fair Work Practices (including the Living Wage)

A bidder's employment practices and its approach to its workforce can have a direct impact on the quality of service it delivers and, sometimes, of the goods it supplies and works performed. Fair pay, including payment of the Living Wage, is one of the ways a bidder can demonstrate that it takes a positive approach to its workforce. Wherever it can be deemed relevant to quality of service or goods or delivery/performance of the contract, it is important to ensure that a bidder's employment practices and approach to the workforce it will engage to perform the contract is evaluated as part of the procurement exercise.

5.2 Living Wage/Living Wage Accreditation

The Scottish Government obtained clarification from the European Commission that public bodies are unable to make payment of the Living Wage a mandatory requirement. It is, however, a key national and organisational priority to encourage accreditation of suppliers as Living Wage employers (and encourage progress towards that end) across the supply chain. Please consider in the following types of contract in particular:

"...works and services contracts over 8 weeks in duration where contracted /subcontracted staff are engaged on our buildings/sites/premises (including roads) for more than 2 hours per day".

A sample clause reflecting the full range for Protected Characteristics has been incorporated into the standard Invitation to Tender and is as follows;

'Promoting equality of opportunity and developing a workforce which reflects the population of Scotland in terms of characteristics such as age, gender, disability, marriage and civil religion or belief, sexual orientation, pregnancy and maternity, gender reassignment, partnership and race (including gypsy travellers). The Equality Act 2010 makes it unlawful to discriminate against people with a 'protected characteristic'. Organisational policies (including but not limited to recruitment) should ideally account for and respect all protected characteristics'

6 Access and Review Policies and Practices

The framework was not fully rolled out in 2015 as previously planned. The framework has subsequently been extensively revised as part of the review of the council's decision making process and constitutional documents and is now simpler to use for officers and enhances the early consultation and engagement of stakeholders, particularly those with Protected Characteristics at a commissioning phase within the development stage as well as more formally prior to the approval stage. The monitoring and review stages have also been further strengthened. Each policy committee will consider an overview of policies appropriate to the scheme of delegation on an annual basis to identify gaps or review requirements. Policies will

continued to be formally reviewed every five years, however the scrutiny process at Aberdeenshire also allows for early review of a policy if the impact is not as expected. The new 'Policy Development & Review Framework' has been implemented from January 2017.

7 The Work of our Education Authority

7.1 Background

Education and Children's Services (ECS) provides education across the predominantly rural area of Aberdeenshire. There are 17 academies, 152 primary schools, 4 special schools, and 87 nurseries. In addition there are 36 enhanced provision sites. Partner providers offer early years' educational and childcare in 76 settings.

In 2016 there were 35265 pupils in Aberdeenshire primary and secondary schools, an increase from the 2015 figure of 34959. The number of children registered in local authority and partnership pre-school education in 2016 was 4800. 19% of the population of Aberdeenshire is aged under 16. This compares to 17% nationally. Education and Children's Services provides a wide range of services which make a positive difference to our vulnerable learners, Service users, families and communities. As a result of a range of self-evaluation activities and external scrutiny from bodies such as Education Scotland and the Care Inspectorate, work takes place continuously to improve performance across a range of measures, including attainment and achievement.

Our key strengths include:

- Improved outcomes for learners with a diverse range of needs, including high levels of attainment in Scottish Qualification Assessment examinations
- Sustained good progress with implementation of Curriculum for Excellence
- Increased levels of positive leaver destinations
- Reduced exclusion rates
- Positive inspections of schools and learning communities

Education and Children's Services is represented on Aberdeenshire Council's Corporate Equalities and Human Rights Group. The Service has a detailed equalities action plan in place to ensure key priorities are addressed. We continue to make good links across the Service with other functional groups; for example, the Service's work with Human Resources in Developing the Young Workforce.

The Prejudice and Discrimination Incident Reporting procedure has been revised to streamline the process and enable monitoring of incidents more effectively. This results in accurate reporting and recording of prejudice-based bullying, including racist and homophobic bullying. This revised procedure focuses on ensuring incidents are dealt with promptly and resolved to the satisfaction of Service users.

The following workstreams support Outcome 1 'Aberdeenshire Council employees, councillors, the Aberdeenshire Licensing Boards and the Aberdeenshire Education Authority have an increased understanding about the challenges facing people from different groups and will respond to their requirements' and Outcome 3 'Aberdeenshire Council is an inclusive workplace where employees are respected and have an equal opportunity to achieve their full potential'.

7.2 Leadership

Education and Children's Services is committed to developing school leaders at all levels who understand the need to ensure equalities are mainstreamed across all schools in Aberdeenshire.

7.2.1 *Health and wellbeing young leaders*

Nine secondary schools across Aberdeenshire took part in a health and wellbeing leadership program in 2015-16. Projects included improving mental health and wellbeing, anti-bullying approaches and improving physical activity levels among girls. In 2016 pupils from nine secondary schools in S3-S6 were tasked with developing a school community project aimed at improving the health and wellbeing of their local community. Their project will be developed over eight months and will be celebrated at an event in 2017.

7.2.2 *LGBT alliance*

In 2017 six secondary schools had an LGBT group and another school was in the process of setting one up. These groups are pupil-led and are to discuss LGBT issues in school, such as stereotyping and accepting same sex couples. The group plays a supporting role for pupils and is a place where they can be themselves without being bullied or stereotyped. The group's aim is to advance inclusion of LGBT pupils and the wider LGBT community by championing activities that reduce stigma and promote equality.

7.2.3 *Celebrating diversity*

Ellon Academy demonstrated their commitment to inclusion with a week promoting equality and diversity. Pupil Support Worker Graham Wilson explained: "We focused in particular on the language used in and around school as well as the wider community."

The school's Gay, Trans, Straight Alliance (GTSA) led assemblies each day of the week to talk about how certain language and attitudes can be abusive and very

hurtful, not only to the LGBT+ community but to anyone.

The pride flag, normally linked with LGBT+, was raised to highlight the academy's desire to embrace diversity across all areas and work hard to eradicate all types of prejudice, inequalities, bullying and inappropriate language.

As a show of support, the under 13's football team signed a pledge to 'Make sport everyone's game' and wore their football boots emblazoned with rainbow laces in a midweek game against Inverurie Academy.



7.3 Staff development

7.3.1 *The continuing development programme*

A professional development programme was delivered for Education and Children's Services staff during February and November 2016 and February 2017, as well as additional training via twilight and full day sessions. Approximately 600 training places were available to staff.

The programme focused on addressing inequalities, celebrating diversity and building resilience in children and young people. Events in the programme included:

- Supporting pupils with visual impairment
- Autism awareness, toolkits and strategies
- Disability inclusion training for school based staff;
- Working with bilingual pupils in schools
- Celebrating diversity and challenging homophobia
- Mental health and the impact of adversity
- Anti-bullying
- Restorative approaches
- Nurturing approaches
- Supporting Transgender young people

7.3.2 *Positive mental health programme*

The mental health agenda program for 2015-17 has focused on staff and parents. A four week programme was hosted across four different areas in Aberdeenshire with over 320 spaces available to parents and carers to attend. Sessions focused on strategies to support mental health and wellbeing, behaviour management, self-

harm, and anxiety and low mood and vast majority of attendees evaluated those sessions well, indicating that they were beneficial.

Approximately 60 school and multi-agency staff have received updated mental health training. These sessions included input on 'Introduction to child mental health, Anxiety, Autistic Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD).

Scottish Mental Health First Aid Training was delivered in February 2017. This certificated course designed for adults working or living with young people aged between 11 and 17 years old who may be at risk of experiencing mental health problems such as depression, anxiety, eating disorders, suicidal thoughts, cyber-bullying, self-harm and substance use. The aim of the course was to better understand mental health, how it affects young people and to learn mental health first aid skills.

FEEDBACK: - Some comments from delegates included:

"Looking closer at ways to manage behaviours was great. Role modeling is something that I feel I can work on. Thanks very much"

"Very good – feeling empowered now. Best session but all were good."

FEEDBACK: - Some comments from delegates included:

"Very valuable knowledge on all topics. A good insight into causes of behaviours and strategies to use. Gave me lots of food for thought about how I can use the information to help my pupils."

"Identifying the differences and key indicators of anxiety, ASD and ADHD. Gave me a deeper understanding of the key behaviours which are associated with ASD and ADHD."

7.4 Developing our curriculum to support equality

7.4.1 Meeting learners' needs

The Getting It Right For Every Child disability strategic group organised a number of multi-agency events which resulted in actions to improve provision for transitions from secondary school to post-school and to increase positive destinations for disabled young people. A greater focus on transition with secondary schools and partners has been rewarded with a further increase in positive destinations for Aberdeenshire school leavers at a challenging time economically in the area.

7.4.2 The curriculum

Schools adopt flexible approaches to ensuring the curriculum is inclusive and supports equality and diversity.

The following case studies are examples of such an approach:

Case Study: Active Schools

Carronhill School is the local Additional Special Needs school in the Mackie network. Active Schools has worked closely with Carronhill this year to ensure pupils attending the school have had the opportunity to participate in a variety of extra-curricular sporting opportunities.

Outcomes Achieved *The outcomes achieved through developing these new opportunities were:*

- *Increased number of pupils participating in an Active Schools club*
- *Increased range of opportunities available at the school*
- *Development of the health and wellbeing of Carronhill pupils*
- *Development of the skills and experience of local coaches*

Future Developments

Active Schools aim to continue to develop the range and quality of extra-curricular opportunities for pupils attending Carronhill School. The priority will be to create sustainable and high quality opportunities which engage and inspire pupils to participate in sport in a regular manner.

Active Schools Coordinator

Case Study: S5 LGBTQ course in Personal and Social Education

One secondary school has included a specific input on LGBTQ in PSE. A combination of a presentation and DVD (FIT) is used. The inclusion of the FIT course came about after some senior pupils approached Guidance regarding the lack of a LGBTQ course in PSE. The course covered in S5 focusses on homophobia and includes the following learning intentions: Gender stereotyping, friendship, coming out, impact of homophobic language, prejudice and homophobia in sport.

Case Study: Holocaust S1 Religious and Moral Education

The largest area we look at is “Rights” and the United Nations Convention for the Rights of Children as a big part of our S1 Social Subjects course. We are currently in the process of re-writing our S1 course too, to include an even greater focus on Rights Respecting Schools, and potentially looking at some LGBT issues as well. We also look at the Holocaust as part of our S1 Religious and Moral Education (RME) course – with a focus on the Corrie Ten Boom case study. Ethics and rights clearly play a large part in our Broad General Education course in both Modern Studies and RME. The focus is on “Rich World, Poor World” and less economically developed countries in S2 Modern Studies, to give you an example.

Depute Head Teacher

7.4.3 Learning for life – through collaboration

Community Learning and Development (CLD) staff worked successfully with NHS colleagues in the Mintlaw area to deliver a programme for and with young adults on the autistic spectrum. As a result health, wellbeing and learning outcomes were achieved making a difference to participants – enhancing their lives, strengthening inclusion and building capacity.

7.4.4 Equitable and appropriate teaching

Educational psychologists and teachers undertook work on dyslexia friendly practices. The work included reviewing and updating guidance for schools, producing reflective frameworks and providing an online course supporting the use of the Addressing Dyslexia Toolkit. The aim was to ensure equitable and appropriate teaching and learning for children and young people with literacy difficulties.

7.4.5 Stonewall Education Equality Index

Education and Children’s Services participated in the Stonewall Education Equality Index benchmarking tool. Utilising this tool allowed us to recognise our efforts so far to tackle homophobia and how to monitor and evaluate our progress into further eliminating homophobia and biphobia. It also highlighted areas that need to be worked on. In addition, the Service is registered with the Stonewall Scotland Education Champions programme. Participation in the benchmarking exercise has helped to ensure that we have accurately identified priorities for improvement in our service delivery.

7.4.6 Pupil voice questionnaire

Education and Children’s Services piloted the use of a pupil voice questionnaire in preparation for multiagency assessment and action planning (MAAPs) and transition meetings. This was developed in conjunction with the ASN team and ICT as we had identified that there were limited, if any, pupil voices in MAAPs. The questionnaire was completed online and uses Widgit symbols to support pupils with additional special needs (ASN), English as an additional language pupils, and younger pupils.

So far this was used for P4-7 mainstream pupils to good effect and further usage is planned with adult support as required. The questionnaire allows pupils to comment on all of the Safe Healthy Achieving Nurtured Active Responsible Respected Involved (SHANARRI) indicators with regard to their life in school. Pupils can read the questions, hear the questions and look at the symbols to support their understanding.

7.5 Education programmes

Establishments have adopted programmes of study to ensure that the nine Protected Characteristics are addressed in depth. Examples include:

7.5.1 *Respect for All Ambassadors*

Respect for All Ambassadors is a group that represents pupils of all ages. The group carries out local work in secondary schools across Aberdeenshire to promote equality and diversity in secondary schools. Each pupil plays an active leadership role within the group and undertakes significant work in sharing a positive messages across their school community.

Case Study:

In February 2016 Respect for All Ambassadors at Inverurie Academy ran assemblies on the theme of equalities, diversity and respect. They highlighted the nine Protected Characteristics and focused on how students can interact in ways which promote respect. The end of the presentation featured a short video of a Holocaust Survivor recounting the experiences of a young man who fled from war. The Respect for All Ambassadors' also organised monthly 'drop ins' for pupils and staff, and these were publicised throughout the school. They were well attended. This session the group decided to extend them over a few months to keep awareness high for a prolonged period of time.

7.5.2 *Anne Frank Award*

In 2016-7 Aberdeenshire schools successfully participated in the Anne Frank Award. The aim of the award is to challenge prejudice by drawing on the power of Anne Frank's life and diary. Participation in the award allows learners to use that power to encourage people to embrace positive attitudes, personal responsibility and respect for others. For example, Mearns Academy took part in a media campaign to highlight the challenges that people with dyslexia face in their daily lives. The project included posters, interactive quizzes, presentations and internal television bulletins. Mintlaw Academy carried out a Hip Hopera project which included a video of pupils and teachers singing and dancing to promote respect, self-esteem, diversity and equality. Pupils from Kinellar School submitted a project which promoted equality and diversity in relation to the travelling community within its catchment area. Both Traveller and non-traveller pupils created a multimedia collage showing houses and trailers which are different on the outside but possessed the same household goods inside. Other schools that participated include Fraserburgh Academy, Peterhead Academy, Banff Primary School and Peterhead Central School.

7.5.3 *The Duke of Edinburgh award*

The Duke of Edinburgh Award scheme offers young people an opportunity to develop their skills, interests and involvement in their community.

The Duke of Edinburgh gold award is the highest achievement in the award scheme and every year a presentation is organised for those who have completed it to collect their certificates and highly sought after gold badges. There were 17 young people from Aberdeenshire Council joined by parents and three adult volunteers from The Bettridge Centre and Peterhead as they headed to Edinburgh to receive their certificates. Two of the Aberdeenshire team also volunteered as marshals to assist with the event.

7.6 Community engagement

7.6.1 *Youth Voice*

Aberdeenshire's Pupil Participation Forum has been running for over two years. It is a group of young people from all 17 Aberdeenshire secondary schools who meet regularly to discuss topical issues in education. They are also now regularly consulted by council departments on issues such as budgets, how to attract young people to work in the council and creating appropriate resources for young people. As an enthusiastic group, the Forum is also very keen to get involved and do things independently, so has been involved in the following:

- Creating a resource to support Pupil Participation in schools
- Co-ordinating and running an event to celebrate Youth Volunteering in Aberdeenshire in November 2016. 90 young people were nominated and seven young people received awards
- Early consultation on a young person's How Good Is Our School 4 with Education Scotland
- Work is now underway to create a Wellbeing resource to support the findings of the MSYP Mental Wellbeing survey "Our Generation's Epidemic"

7.6.2 *Engaging with vulnerable pupils*

A primary school has engaged in welcoming Syrian New Scots and worked closely with other professional agencies including the resettlement team, interpreter service, and family support workers, English as Additional Language (EAL), housing officers, Grampian Regional Equalities Council (GREC) and intervention and prevention teachers. Welcome packs were prepared including toys, clothing and resources for the families. Flexible pathways were developed for the Syrian New Scots children including swimming, trampolining, gymnastics and music therapy. The schools are using a specific teaching app designed for Syrian New Scots children to help with languages.

Head Teacher's Feedback:

One of the children was very traumatised when he first arrived and was unable to access an inclusive classroom, running away and exhibiting generally disruptive behaviour...but after some fantastic work from staff he is now making excellent progress integrating in the classroom, has fantastic language skills and although he has difficult moments is so far removed from the boy a year ago.

We also had parents volunteering in school and coming swimming with us. We are looking into the possibility of doing an international café for the parents next and sharing their culture and cooking.

8 The Work of our Licensing Boards

8.1 Constitution

The Licensing Boards are constituted in terms of the Licensing (Scotland) Act 2005. The boards are entrusted with the administration of liquor licensing, gambling licensing and certain other statutory duties.

Aberdeenshire Council has **three** divisional Licensing Boards:

- North Board: 8 members
- Central Board: 8 members
- South Board: 8 members

Our Board Members are Elected Members of Aberdeenshire Council and are appointed to the Licensing Boards at the first full meeting of the council after each ordinary election. A board in terms of the legislation must consist of at least five Members and meet the following criteria:

- Our meetings are held in public but deliberations can be made in private
- Our decisions must be made in public
- Our meetings are held in venues that are fully accessible to everyone

Aberdeenshire Council is responsible for administering the licensing system for the Boards. The Members of the Boards and the teams which administer these are all employees of Aberdeenshire Council. The information detailed in Section 4: Aberdeenshire as an Employer is relevant to Licensing Boards. Similarly, this section covers employees of Licensing Boards, all of which is relevant to Outcome 1: 'Aberdeenshire Licensing Board Members have an increased understanding about the challenges facing people from different groups and will respond to their requirements' and Outcome 3: 'Aberdeenshire Council is an inclusive workplace where employees are respected and have an equal opportunity to achieve their full potential'.

8.2 Statutory Provisions and Licensing Objectives

Apart from complying with our public sector equality duties, we have objectives laid down in statute specifically related to our work, around which we must organise all of our licensing functions.

The statutory provisions are found in:

- The Licensing (Scotland) Act 2005; and
- The Gambling Act 2005

The regimes under these Acts set out broad aims which we must support in terms of our functions. These are as follows:

The Licensing (Scotland) Act 2005

- Preventing crime and disorder;
- Securing public safety;
- Preventing public nuisance;
- Preventing crime and disorder;
- Protecting and improving public health; and
- Protecting children from harm.

The Gambling Act 2005

- Preventing gambling from being a source of crime or disorder, being associated with crime or disorder or being used to support crime;
- Ensuring the gambling is conducted in a fair and open way; and
- Protecting children and other vulnerable persons from being harmed or exploited by gambling.

8.3 Numbers of licences currently in force

The Licensing (Scotland) Act 2005

- **635** premises licences;
- **2,312** personal licences;
- **1,450** occasional licences and (granted this year **63** (as at 15.02.17); and
- **39** occasional extensions.

The Gambling Act 2005

- **19** premises licences;
- **144** notices of automatic entitlement for gaming machines;
- **35** gaming, club gaming and club gaming permits; and
- **336** registrations for small society lotteries.

The Boards also consider applications for variation and transfer of the above licences on a regular basis, as well as dealing with applications for review of licences and investigating complaints in relation to licensed premises and licence holders.

8.4 Equality Policy

The Licensing Boards approved the terms of the Equality Policy on 30 April 2013 and this was updated in November 2014. The policy holds equalities at the heart of the Boards' work and ensures openness and transparency of the Licensing Boards' position in this regard. The following mission statement has been included in the Equality Policy:

Our mission is to serve the licensing needs of Aberdeenshire as quickly and efficiently as possible, striking a balance between the businesses needs of our customers, and the interests of the community as a whole in order to protect the public and further the licensing objectives set out under the Licensing (Scotland) Act 2005 and the Gambling Act 2005."

"To achieve our mission:

- *we will reach out to all parts of our society and genuinely reflect their interests in determining policy;*
- *we will have open and honest exchanges of information in customer-friendly settings and make decisions in a fair and reasoned manner based around agreed and published policies;*
- *we will promote fairness in all we do, thereby ensuring that equality considerations are central to the administration of the licensing system;*
- *we will work in partnership with a wide range of other public bodies, including the council and its various Services, statutory consultees, licence holders and the public to achieve our objective. They too should work towards eliminating any unlawful discrimination and protect equality of opportunity and good relations between persons from all sections of society; and*
- *we will strive to reflect the interests of people from all sections of the society we serve".*

The Licensing Boards are also represented on Aberdeenshire Council's Corporate Equalities Group to ensure that they can work with partner agencies in promoting equalities and in adhering to the Public Sector Equality Duty.

The Licensing Boards are currently reviewing the terms of the Equality Policy, in conjunction with work being carried out by Aberdeenshire Council to set new equality outcomes for the next four years.

The Boards have recognised the aspirational nature of their existing outcomes and intend to set new outcomes that are achievable and measurable.

8.5 Staffing and Training

Our Licensing Boards are served by a Clerk, Depute Clerks, Administrative Staff and Licensing Standards Officers.

All Members and staff have attended, and will continue to attend, seminars and briefings on Equalities run by Aberdeenshire Council.

A Depute Clerk has been appointed Equalities Service Champion for the Licensing Boards and Board Members are all trained in equality matters.

Staff support the Boards in their thinking and understanding of equalities. Staff also consider equalities in terms of the information provided on application forms in considering and processing applications for licences. For example, an occasional licence received by a member of staff for a “Paddy’s Night” was queried with the applicant as being derogatory to Irish people within the community. The applicant reconsidered the nature of the event in light of this and a licence was granted for a community fundraising event instead.

The existing Boards Members have recommended that a Service Champion be appointed at Board Member level for each of the three Divisional Boards. The appointment of these Service Champions has been postponed due to the forthcoming local government elections. The outgoing Boards have made a recommendation to the incoming Boards that this be adopted.

8.6 Translation and Interpretation Services

The Boards have used, and will continue to use, interpreters at Licensing Hearings where it is known that the applicant for a licence does not have English as a first language. The Boards will continue to provide policy documents and procedures in alternative formats and languages on request. The Boards have specifically inserted wording into correspondence relating to licensing hearings that translation services can be provided upon request. This has been done in the last four months and the Boards are working to ensure that all relevant staff are aware of the corporate procedures for accessing translation services

The Boards link in with the Services provided by Aberdeenshire Council to ensure consistency of approach in the service we provide to the public and to licence holders in Aberdeenshire.

8.7 Equality Impact Assessments (EIAs)

To ensure consistency across Aberdeenshire, the Boards have adopted the EIA toolkit developed by Aberdeenshire Council.

An Equality Impact Assessment was carried out as part of the Boards’ review of Gambling Policy in January 2017. The EIA highlighted a positive impact on children and young people which directly complied with the licensing objective of protecting children and other vulnerable persons from being harmed or exploited by gambling.

The Boards included a section on equalities in a public survey which was sent out three years ago when reviewing their liquor licensing policies. There was a small response but the response was considered by the Boards when setting their revised policy and informed the EIA which was carried out in relation to the policy review.

The liquor policy is due to be revised within 18 months of the local government elections in May 2017. Again, the Boards will be considering equalities as a core part of the review.

8.8 Licensing Board Report Format

To ensure consistency across Aberdeenshire, the Boards have adopted the committee report style agreed by Aberdeenshire Council to take account of equalities issues throughout the licensing process.

Every report considered by the Boards either has an EIA attached to it, or an explanation as to why an EIA is not required. Additionally, every agenda has an equality statement at the beginning and the Board publicly agrees to take equalities into account when making decisions.

Part B: - Equality Outcomes: 2013 – 2017 in respect of Aberdeenshire Council, Aberdeenshire Education Authority and the three Aberdeenshire Licensing Boards

1 Our evidence base

We set our outcomes in 2013 following a review of a robust evidence base taken from a number of sources: a community consultation exercise carried out by Grampian Regional Equality Council (GREC), data from partners and national sources such as Police Scotland and Stonewall, and our own organisational intelligence from each Directorate as well as HR data.

The key findings were:

General lack of understanding

By far the main issue that was identified during the community consultation exercise undertaken by GREC was a general lack of understanding of all the different Protected Characteristics. There was a perception of prejudice being held against people from different groups, including many of the Protected Characteristics.

Gypsy/Travellers

The consultation exercise identified Gypsy/Travellers as experiencing the greatest level of prejudice. The main issue identified for Gypsy/Travellers was a lack of service provision, in terms of education, housing and health.

LGBT

Feedback from the consultation identified that the Transgender community experience difficulty in securing jobs and with negotiating their sexual identity with managers, colleagues and customers. There were also suggestions that job opportunities may be limited by peoples' fear of discrimination and an issue surrounding the appropriate support for employees undergoing gender reassignment. Bullying at school and in higher education was apparent among the Lesbian, Gay, Bisexual and Transgender community.

Disability

Some parents of children with disabilities felt that schools did not deal with problems proactively. In terms of general obstacles to opportunity for disabled people, there was feedback regarding difficulties in travelling long distances for treatment and specifically for visually impaired people travelling by bus.

Race

The number of racist incidents recorded by the police in Scotland had increased for the first time in five years, with 5,389 racist incidents recorded in 2011-12, 10% higher than the 4,911 incidents recorded in 2010-11. (In 2013-14, a total of 4,807 racist incidents were recorded by the police in Scotland, a 3.9% increase on the 4,628 racist incidents recorded in 2012-13.) Citizens whose first language was not English were restricted from accessing services due to a lack of interpreters and translators in Aberdeenshire. Communication and language barriers were identified as a key challenge to accessing public services.

Workplace equality

Issues with affordable childcare, breastfeeding facilities and workplace discrimination were all raised, with a potential impact upon women returning to work from maternity leave.

Housing

A lack of suitable, affordable housing and concerns around lack of choice of location and poor health outcomes for vulnerable or disadvantaged groups and geographical areas of deprivation was a key theme.

2 Measuring progress

In order to ascertain progress in respect of the Mainstreaming the Public Sector Equality Duty and Aberdeenshire's Equality Outcomes, the following evidence base has been collated:

- a) An employee survey was carried out in 2015
 - b) Three comprehensive surveys undertaken during 2016 as follows:
 - Residents through the Citizen's Panel in May 2016 - 700 respondents.
 - Residents, through The Equalities Community Survey between 23 July to 21 August 2016 - 144 respondents.
 - Survey of employees of Aberdeenshire Council, Aberdeenshire Licensing Authority, the three Licensing Boards together and The Aberdeenshire Health and Social Care Partnership between July and August 2016 - 621 respondents.
 - c) Feedback and views were sought from the following entities within Aberdeenshire:
 - Each Service
 - Every Area Manager
 - The three Licensing Boards
 - The Equalities Team
 - d) At six monthly intervals since April 2013, progress reports, including case studies from each Service have been reported to the Policy and Resources Committee.
 - e) At two monthly intervals progress has been considered at meetings of the Equalities and Human Rights Group.
 - f) Each quarter, progress has been considered by the Equalities and Human Rights Strategy Board.
-

- g) Analysis of the evidence base took place and was considered by:
- The Corporate Equalities and Human Rights Group on 21 September 2016
 - An extended Corporate Equalities Group and Human Rights Workshop (including Elected Members Equalities Champions and Chairs of the Licensing Boards) on 25 October 2016
 - The Equalities Strategy Board on 8 December 2016

2.1 Equality Outcome 1

Aberdeenshire Council staff and councillors have an increased understanding about the challenges facing people from different groups and will respond to their requirements.

Protected Characteristics:

All

General Duty:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations

Achievements to date: key results from surveys undertaken in 2016

Aberdeenshire Council Equalities Employee Survey:

96% consider equalities as part of their day to day work and are aware of the importance of equality and diversity in the council.



Over **1/3rd** felt that their understanding of the potential challenges facing people with Protected Characteristics had improved.



67% are aware that their service has an Equalities Service Champion, there is scope for further promotion to inform the remaining third of respondents who were unaware of this initiative.



66%

are aware of the Prejudice and Discrimination Reporting Process but 20% of those who were aware of the process did not know where to access further information. There is scope for promotion to inform the remaining third of respondents who were unaware.

48%

noted a perceived improvement in staff awareness of Equalities and 28% noted positive training outcomes, indicating the success of Equalities awareness training.

59%

of statements indicate that the Services are better prepared to support equality legislation.

29%

agreed that positive in-house training experiences improved their awareness of the legislation.

Equalities Community Survey:

53%

agreed that all Aberdeenshire employees and councillors have an increased understanding about the challenges facing people from different groups and will respond to their requirements accordingly.

Examples of Case studies:

Aberdeenshire Council

Understanding and delivering positive outcomes for New Scots

In September 2015, Aberdeenshire Council committed to resettling 50 refugee families as part of the UK's Syrian Vulnerable Person's Relocation Scheme. The Resettlement Team along with the Housing Officers undertook work with schools, GP Practices, Hospitals, Social Work Teams, and English for Speakers of Other Languages (ESOL) providers, the Jobcentre and a wide range of other services to ensure individuals' needs would be met. The team developed a Syrian new Scots' What's App group that allowed families, volunteers and housing officers to communicate in written English, Arabic or verbally.

Transgender Love –BBC documentary

In 2016 staff from the registration office in Peterhead took part in creating a BBC documentary about lives and transition progresses of six trans men and women in Scotland. The documentary was set to show their struggle to find love and maintain existing relationships. This initiative was part of Equalities awareness programme that aims to enhance understanding of the potential challenges facing people with

Protected Characteristics. Of the six stories covered in the documentary, one focussed on the relationship between a married Peterhead couple.

Some years subsequent to their civil marriage, the husband took the difficult decision to come out as identifying as female, and subsequently transitioned; a difficult process made easier by the fact that the couple remained very much in love and committed to each other. With the introduction of same sex marriage through implementation of the Marriage (Scotland) Act 2014, the couple successfully applied to have their marriage certificate retrospectively adjusted to reflect the fact that their marriage was between two women, not a man and a woman as previously recorded. The documentary recorded the moment when the couple collected their revised Marriage Certificate from our Peterhead registrar – a long awaited moment of celebration for the couple, and one in which our registration team were proud to be able to participate.

Introduction of recruitment support at Service Points

It was noted that some individuals had problems accessing online applications and were unsure of the process. In 2016 support was made available at various locations beyond the council headquarters at Woodhill House. It was anticipated that this would help ensure older people and individuals with particular disabilities, which may make applying for a job online more problematic, were not dissuaded from applying for jobs with Aberdeenshire Council. It was further anticipated that the introduction of recruitment support at service points would help reduce the need for travel, particularly where this may be more problematic.

Recruitment Process Feedback Surveys

During 2016, The Recruitment Team took ownership of the feedback surveys sent to all individuals following various points along the recruitment cycle such as submitting an application, attending an interview, and appointment to a post.

This has enabled the Recruitment Team to make various amendments and adjustments in respect of the recruitment process in response to the feedback received. For example, The Recruitment Team received feedback from applicants who had selected 'Guaranteed Job Interview Scheme' within their application and fulfilled the essential criteria confirming that they had not in fact been invited for interview. The Team reviewed the position and amended systems to ensure all applicants who select 'Guaranteed Job Interview Scheme' within an application are automatically selected for interview – Recruiting Managers would have the opportunity to de-select an applicant if it is found that they do not meet the essential criteria.

Rehabilitation and Enablement in Aberdeenshire Care at Home Inverurie

Rehabilitation and Enablement in Aberdeenshire Care at Home (REACH) Inverurie Team 2 celebrated their graduation at the Acorn Centre in January 2016. REACH, which is delivered in Aberdeenshire by Aberdeen Foyer in partnership with North East Scotland College, Aberdeenshire Council and the Alcohol and Drugs Partnership, is a twelve week employability programme for people in recovery from something that has held them back in their life.

Students take part in a variety of challenges, projects and activities designed to increase confidence, raise self-esteem and gain nationally recognised qualifications.

During their graduation, the team gave a presentation showcasing all they had achieved throughout the course and also gave personal speeches about their experience. All who attended agreed that it was a brilliant evening.

Preventing Homelessness and Supporting Young People Leaving Care

In 2016, a Youth Housing Forum (The Forum) is being established, in partnership with the Through care and Aftercare (TC/AC) team and Housing. The Youth Housing Forum will ensure that young people who are due to leave care are identified at an early stage and that planning can begin for their transition to more independent living. The aim of The Forum is to try and work preventatively along with other services, as well as the young person, to ensure that they are able to access appropriate accommodation that meets their needs and will ultimately prevent them coming through the homeless route.

Additionally, TC/AC are also developing a Taster Flat initiative, as a pilot in the first instance, to provide young people with an opportunity to learn the skills and gain the experience required to live independently after they leave local authority care. If the pilot is successful then Children's Services Social Work may consider establishing a Taster Flat in other parts of Aberdeenshire, according to identified levels of need and availability of properties.

Gypsy/Travellers engagement exercise

A Gypsy/Traveller engagement exercise undertaken by Community Learning and Development (CLD) staff using a recognisable blue minibus has created stronger links with this, at times, harder to reach community. The approach used across five sites in Aberdeenshire has helped to build relationships, make important contacts and provided information and advice to benefit families. Other partner organisations were also involved creating an opening for their services and building capacity for further contact. CLD staff involved have cascaded quality awareness raising sessions for colleagues and partners on this approach.

Houses in Multiple Occupancies (HMOs)

Houses in Multiple Occupancies (HMOs) are houses, or other types of buildings, occupied by at least three unrelated people. These buildings must be licensed. In Aberdeenshire, many HMOs are occupied by migrants from Eastern Europe working in the fishing or agricultural sectors. The accommodation is often of a low standard, giving concern regarding the safety and welfare of the occupants. Environmental Health identified a safety issue with regard to the over use of electrical adaptors, particularly European two pin cables used for charging appliances. Many tenants are unaware of the danger. Environmental Health supplies photographs in a range of languages to help occupants understand the situation.

Many HMOs remain unlicensed and therefore tenants may be subject to unsafe conditions. To assist tenants, question and answer cards have been created in various languages which includes the identification of the Environmental Health Officer and their reasons for visiting.

The above measures helped improve communication and understanding, and to address safety and welfare issues.

Aberdeenshire Education Authority

Equalities Training

Equality and Diversity training is now part of the annual professional input received by school staff. All schools across Aberdeenshire completed this update at an in-service day in 2015. The presentation included information and guidance on equalities generally and the Protected Characteristics. It also included information to raise awareness of the Local Authority's role and responsibility in terms of The Equality Act 2010 and expectations regarding the completion of Equality Impact Assessments.

Supporting Transgender young people

In November 2015, February and November 2016, Education and Children's services ran dedicated in-service training sessions for staff to support Transgender young people. The training was delivered by Stonewall Scotland and LGBT Youth Scotland with over 40 members of staff attending the training. Feedback from those attending the training highlighted that staff were better prepared to:

- recognise and respond to transphobic incidents;
- respond to a situation where a young person comes out as Transgender; and
- recognise and respond to barriers to learning for Transgender young people.

One participant indicated that their opinion had:

".. entirely changed thanks to this CPD- very positive experience which I will use to its fullest to support any pupils with LGBT issues".

Dyslexia training event

Over 150 staff attended a Dyslexia Training Event in 2016 with guest speaker Neil Mackay, an international expert in dyslexia and creator of the Dyslexia Friendly School.

The event also saw NHS Grampian Speech and Language Therapy Service and the council launch a joint Total Communication Policy and this partnership approach set the tone for the whole day. Feedback from the event was extremely positive:

- "An inspirational day which included practical ideas that can be used in all classrooms to help not just dyslexic children but all children."
- "Well-structured and meaningful programme."

The Education Psychology Service launched the revised Aberdeenshire literacy materials and those attending the event felt better equipped and inspired to implement new ideas and strategies.

This event marked the beginning of the implementation of a comprehensive programme of training as part of the Additional Support Needs Career Long Professional Learning Strategy to develop competencies and skills within the workforce to ensure children and young people receive the right support, in the right place, at the right time.

Youth Music Initiative

In 2016 as part of the Youth Music Initiative (YMI) programme, three students from one special school attended their local secondary school to participate in Scottish Qualifications Authority (SQA) level music examinations throughout the year. This opportunity was created through access to specialist resources and technology, in partnership with Drake Music Scotland, ensuring that music-making opportunities are accessible to those with significant additional support needs. Further music opportunities are continually developed throughout the YMI programme to tackle inequalities.

Licensing Boards

Staff Training and embedding equalities considerations into the Boards' structures

- Board Members have been trained in equality and diversity matters. Staff that support the Licensing Boards are also aware of equalities issues when logging and processing licence applications
- There is currently a Licensing Equalities Service Champion in place and
- There are plans to have a Board Member Equalities Service Champion appointed for each Board following the May 2017 council election.

Equality Statements are included on every agenda and the Boards publicly agree to take equalities into account when considering their business. This decision is also reflected in all minutes. Agendas and minutes are published on the council's e-committee system and are available for inspection by the public.

Equality Impact Assessments are used by the Boards and are either attached to every report considered by the Boards or an explanation is given by officers as to why an EIA is not required. Updates are given on equality matters at team briefings and Licensing Solicitors/Monitoring Solicitors Forums.

2.2 Equality Outcome 2

Members of the public are able to access our services with ease and confidence.

Protected Characteristics

Disability

Age

Sex

Race

General Duty

- Eliminate unlawful discrimination, harassment and victimisation
 - Advance equality of opportunity
 - Foster good relations
-

Achievements to date: key results from surveys undertaken in 2016

Aberdeenshire Council Equalities Employee Survey:

63%

believed that their service has the ability to meet the needs of people with Protected Characteristics.

74%

were aware that they can access interpretation and translation services for those whose first language is not English.

69%

of staff knew where to access interpretation and translation services.

Living and Working in Aberdeenshire Survey:

80%

agree that Aberdeenshire Council is able to provide services that meet the needs across Protected Characteristics.



Equalities Community Survey:

56%

agreed that there is an improvement in how members of the public are able to access services.

50%

agreed that access to transportation services for people with the Protected Characteristics has improved.

36%

agreed that access to affordable housing for people with the Protected Characteristics has improved.

52%

agreed that access to education for people with the Protected Characteristics has improved.



Examples of Case studies:

Aberdeenshire Council

The 'Amal Project' (Hope)

The Resettlement Team worked alongside families on the concept of collective good and not for profit community action. The 'Amal Project' (Hope) was constituted and a committee of four men and four women elected to enable families to take control, responsibility and the opportunity to contribute to their community. The following outcomes were identified as aiding the process of integration:

- Syrian families to contribute to the planning, operational and evaluative process.
- Isolation, low mental health, boredom and frustration will be tackled by active community participation.
- Resettlement stories and experiences will be shared to increase public understanding.
- Funds for cultural trips and experiences will be raised.
- Social media will be used to aid communication and share information.
- Dependency on the resettlement team will be moved to interdependency, resilience and being part of the solution.
- Advocate for the unmet needs of refugees

Aberdeenshire Syrian new Scots' Integration Plan

Aberdeenshire Housing Officers were appointed to work holistically with the Syrian tenants on a range of integration outcomes, in addition to traditional tenancy support. Outcome areas included participation in learning (ESOL, school and college), accessing NHS services, independent travel, community involvement, cultural awareness, community safety, benefits and money advice, volunteering and employability. Work took place with the Housing Officers and Social Work service to ensure families were empowered to be as self-efficient as possible as well as aware of their rights and responsibilities, including the disability rights in Scotland.

Improving the Customer Experience Project (iCE)

The ICE project started in 2012 and aimed to increase customer choice and accessibility for customer Services and Information requests. iCE applied a "digital by choice" approach that ensured that whilst online service delivery is the preferred channel, the traditional means of contact such as phone and face to face would continue to be available. Customers select their preferred method of contact and thereby experience a similar level of service delivery irrespective of channel. Particular benefits and opportunities attached to online service delivery recognised the increased accessibility to Services, particularly for those with issues in mobility,

visual impairment, literacy, or for those where English is not their first language as the project and associated technology develops. The effectiveness of this approach has been demonstrated and is now fully integrated to the ICT and Customer Services approach, ensuring sustainability of the core principles of providing customers a choice in the way they access services.

The Minority Ethnic Outreach Worker initiative

The Minority Ethnic Outreach Worker (MEOW) is committed to providing guidance and informed advice to people from minority ethnic communities in Aberdeenshire.

The MEOW assists with:

- Housing enquiries and advice on housing options
- Assistance with housing applications and Homehunt registrations
- Where appropriate, representation before local authorities and other organisations in housing-related cases
- Referrals to relevant organisations for further assistance.

Information on the Minority Ethnic Outreach Worker has been included in the annual mail sent to Private Sector Landlords.

Translation of Tenants Newsletter

The Tenant Participation Promotion Team (TPPT) is Aberdeenshire Council's Housing's core tenant organisation and is open to all tenants, whatever their background, to stand for election. The TPPT produces a quarterly Tenants Newsletter, which has recently carried an article in Polish about getting involved in Tenant Participation activities, and each issue advises readers in the main minority languages that a translation can be made available on request. The autumn 2015 edition was translated into Latvian and Russian following requests by tenants.

Aberdeenshire Education Authority

School transport for ASN pupils and adult social work clients

School Transport for Additional Support Needs (ASN) Pupils and Adult Social Work is arranged for the individual needs of pupils or service users with disabilities. The individual needs are identified by colleagues in Children's Services or Social Work. Where necessary, wheelchair-accessible vehicles, bespoke equipment and/or a passenger assistant is provided. The transport operator/driver is provided with any relevant information regarding the service user's needs where this may assist the delivery of a better service. For example, when arranging transport for a child with autism, arrangements may be made for the family to meet the driver prior to the transport starting.

Licensing Boards

In correspondence to applicants for licences, translation and interpretation services are highlighted and applicant are encouraged to ask for these services, if needed.

Licensing staff who support the Licensing Boards know how to access the corporate translation service booking systems.

All policy documents include a table in various languages, highlighting the fact that those documents can be translated and made available in alternative languages on request.

2.3 Equality Outcome 3

Aberdeenshire Council is an inclusive workplace where employees are respected and have an equal opportunity to achieve their full potential.

Protected Characteristic

All

General Duty

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Fostering good relations

Achievements to date: key results from surveys undertaken in 2016

Aberdeenshire Council Equalities Employee Survey:

64%

agreed that Aberdeenshire Council is an inclusive environment for employees.

66%

indicated having an awareness of the Prejudice and Discrimination Reporting Process.

96%

consider Equalities as part of their day-to-day work and are aware of the importance of equality and diversity within the Council.

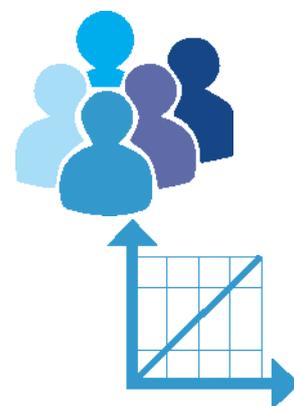
Equalities Community Survey:

55%

agreed that Aberdeenshire Council's workforce is representative of diverse communities.

50%

noted an improvement in access to employment and training for people with Protected Characteristics.



Examples of Case studies:

Aberdeenshire Council, Education Authority and Licensing Boards

Healthy Working Lives

Aberdeenshire Council have successfully achieved the Gold Award for the 'Healthy Working Lives' programme in May 2016. The programme focuses on promoting and creating a safer, healthier and more motivated workforce. Each year since being awarded the Bronze and Silver awards the Wellbeing Team continue to promote and further develop health related topics ensuring previous standards are maintained.

To receive the Gold Award, the Health and Wellbeing Team within HR&OD were assessed on three set criteria and one additional criteria:

- Develop a three year strategy and action plan.
- Address health inequalities, specifically in relation to young workers who are underrepresented in the workforce. This focused on modern apprenticeships and the Local Government Family Benchmarking Group.
- Benchmarking using the employee survey to evaluate the organisation's progress and performance since the Bronze/Silver Awards.
- The promotion of equalities within the organisation (additional criteria).

Disability Confident scheme

The Two Ticks Scheme was replaced in 2016 by the Disability Confident scheme. Aberdeenshire Council re-gained accreditation of the Two Ticks initiative and agreed to migrate to the Disability Confident scheme where we received the Level 2: Disability Confident Employer badge. It is our aim to retain this level as a minimum and look into the viability of progressing to Level 3: Disability Confident Leader by the review date in 2017.

Advance equality of opportunity for young people

Through their work in developing apprenticeships in 2016, the Recruitment Team within HR&OD have identified a need for additional support to young people when applying for jobs. School and Skills Development Scotland support concentrates on preparing CVs, however the council only accepts online application forms and generally the standard of application forms received from young people is very poor. To address this need, a short video has been developed for young people to illustrate how to apply for a job online and how to promote their skills. The video was developed in partnership by the Recruitment Team, Education Services and pupils from Meldrum Academy.

A video showing how young people can apply for public sector jobs on the MyJobScotland portal, produced with the assistance of pupils from Meldrum Academy in Aberdeenshire, is being promoted on the Council YouTube channel. It is being used by both school-based staff and Skills Development Scotland career and

employability advisors as it is also beneficial to adults looking for work. Due to the positive feedback received, the video was entered into the S1 Jobs 'Recruitment Video of the Year' Award for 2016.

Advance equality of opportunity for people with disabilities

In conducting Assessment Centres for key roles within the council, provision has been made for candidates with dyslexia to receive additional time for some assessments and written exercises can be on yellow paper, if required, to assist candidates. Candidates with hearing difficulties are being provided with specific assistance when being interviewed, for example, Sign language support.

2.4 Equality Outcome 4

Communities and businesses understand, welcome and respect diversity.

Protected Characteristic

Race

Age

Disability

Sex

General Duty

- Eliminate discrimination.
- Advance equality of opportunity.
- Foster good relations.

Achievements to date: key results from surveys undertaken in 2016

Aberdeenshire Council Equalities Employee Survey

48%

agreed that opportunities for promotion had either improved or stayed the same.



58%

agreed that opportunities for training had improved within Aberdeenshire Council.

Equalities Community Survey

55%

agreed that Aberdeenshire Councils workforce is representative of diverse communities.



52%

agreed that Aberdeenshire Council employees understand the challenges of people with Protected Characteristics.



51%

agreed that businesses in Aberdeenshire are welcoming and value diversity.

Living and Working in Aberdeenshire Survey

Between **58% to 85%**

agreed that Aberdeenshire Council's workforce fully understand the needs of community groups.

Examples of Case studies

Aberdeenshire Council

Living and Working in North East Scotland publication

'Living and Working in North East Scotland', is a joint publication between Aberdeenshire Council, Aberdeen City Council and the Moray Council which was reviewed and updated in 2016. This is an extremely useful document which provides a wealth of information and advice on living and working in North East Scotland, covering such diverse issues as housing, employment, education, health, local services, driving, safety and legal advice. Many of the 'hits' for this document take place out-with Scotland, suggesting that it may be being accessed for information prior to visiting or moving to Aberdeenshire. The Living and Working in North East Scotland document can be accessed on the Community Safety Website. Information postcards are also available and have been distributed to various locations.

The updated Living and Working in the North East of Scotland document has been published in six languages – Russian, Polish, Lithuanian, Latvian, Portuguese and Arabic - and is available [online](#).

Gypsy/Traveller support

There was increased Gypsy/Traveller engagement in 2016. Education and Community Learning and Development staff worked with adults and children on North Esk Park, St Cyrus, to encourage the uptake of education, for example work/life skills and health & wellbeing. By employing a full-time Gypsy/Traveller Liaison Officer to work alongside the council's Minority Ethnic Communities Officer, the council is ensuring that the accommodation, education, social and health care needs of Gypsy/Travellers are met. This in turn will enable members of the Travelling community to contribute effectively to work towards sustaining community cohesion and social integration. This work supports not only equality Outcome 4, but also Outcomes 1, 2, 5 and 6.

At its meeting on 9 March 2017, Aberdeenshire Council approved a Gypsy/Travellers stop over site at Aikey Brae in North Aberdeenshire. Elected Members approved the Planning Application which will create a site for 10 caravans.

Aberdeenshire Education Authority

Schools' Young Carers Charter for Action

On 21 December 2015, Ellon Academy became the first secondary school in Aberdeenshire since the charter was piloted at Aboyne Academy to sign up for the Schools' Young Carers Charter for Action. This Charter outlines the school's commitment to supporting young carers to access their education and to be children and young people first and foremost. It aims to ensure young carers are identified and offered appropriate support to achieve their potential and it demonstrates the school's commitment to being a carer friendly school. Following assemblies by Pupil Support Worker, Graham Wilson, a number of academy pupils identified themselves as Young Carers.

Head teacher Tim McKay explained, "Ellon Academy prides itself on being fully inclusive and respects the rights and responsibilities of everyone connected to the school. It is the responsibility of all staff to ensure we are providing the most appropriate support possible to this group of amazing individuals, and that we as a school support everyone to flourish, regardless of personal circumstances."

UNICEF UK Rights Respecting Schools Award

The Rights Respecting Schools Award (RRSA) supports schools across the UK to embed children's human rights in their ethos and culture and recognises achievement in putting the UN Convention on the Rights of the Child (UNCRC) at the heart of a school's practice to improve well-being and help all children realise their potential.

The award is based on principles of equality, dignity, respect, non-discrimination and participation. Positive impact on relationships and well-being, leading to better learning and behaviour, improved academic standards and less bullying has been reported in schools who participate in the award. As of January 2017, 322 schools across the UK have achieved the RRS Level 2 award. "

Licensing Boards

Work is ongoing to highlight to the Licensed Trade the council's Prejudice and Discrimination Procedure, to raise awareness of potential incidents and how to report them with confidence.

2.5 Equality Outcome 5

Everyone enjoys equal access to education, training and employment.

Protected Characteristic

Race

Age

Disability

Sex

General Duty

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

Achievements to date: key results from surveys undertaken in 2016

Aberdeenshire Council Equalities Employee Survey:

64%

believed that Aberdeenshire Council has improved as an inclusive environment for employees.

Equalities Community Survey:

52%

agreed that access to employment for people with Protected Characteristics had improved.

60%

disagreed that women face difficulties in employment due to being pregnant or returning to work after maternity leave.



63%

disagreed that people face difficulties in employment as a result of being lesbian, gay or bisexual.



72 %

disagreed that people face difficulties in employment due to gender.

Examples of Case studies

Aberdeenshire Council

Scottish Vocational Qualification (SVQ) for Carers

From May 2014 to August 2016, 34 carers registered to undertake the SVQ award. 21 carers registered on the Social Services & Healthcare (Adult) qualification. 13 carers registered on the Social Services (Children & Young People) qualification. 16 carers have completed the award so far – 12 have completed the Social Services & Healthcare (Adult) qualification, and four have completed the Social Services (Children & Young People) qualification.

An unpaid carer made enquiries about starting the SVQ course as she was caring for both her elderly mother-in-law and her 23 year old daughter who has complex learning difficulties. She had lost confidence and wanted to undertake this qualification to increase her confidence and self-esteem. Throughout the course she grew in confidence and persevered to continue and complete the course, despite several setbacks and challenges. Since then she has started her own part-time business and is currently looking at part-time employment within the care sector. This carer also used the learning from the SVQ to increase her awareness and support of her daughter, particularly in looking at person-centered care and promoting independence.

Infrastructure Service- Disability Access Compliance

All buildings identified as requiring alteration under The Equality Act 2010 have been upgraded with the exception of a small number of buildings where the lease has, or is about to expire or the buildings are deemed to be surplus and available for sale, demolition, etc.

Projects undertaken by Property, whether they be new-build or conversion / extension involving publically accessibility buildings, including schools, are designed with the needs and requirements of disabled users in mind. This could be for specific known users, or where no users have been identified generic access arrangements are designed, e.g. disabled toilets, colour contrast, stair sings, handrails, ramps, hearing loops.

Modern apprentices - Care

Older People's residential services has an ageing workforce. This poses challenges because there is a need to attract younger people to be able to continue to staff services. There was concern that a career in care was difficult for younger people to embark upon due to a lack of experience. Funding was secured which enabled the appointment of Modern Apprentices in Social Care to Care Homes and Very Sheltered Housing services. Nine Modern Apprentices aged 16-25 were appointed who had little or no care experience and had the opportunity to work as full time carers whilst studying for their SVQ Level 2 qualification. At the end of the year the Modern Apprentices had gained their qualification and many of them went on to secure permanent positions within the council or continue on to further education. This has helped to get younger people into care work and has given young people an opportunity to access a career which may otherwise have been unavailable to them. In addition, many people who live in care homes enjoy speaking with these young people, giving them a different perspective and understanding of the community.

Developing Young Workforce initiative

Aberdeenshire Council has been awarded a certificate from Developing the Young Workforce North East Scotland (DYWNES). DYWNES is a regional group funded by the Scottish Government which aims to help businesses connect with schools in order to build meaningful working relationships, enabling young people to learn the skills required to enter the workforce for the first time. This certificate recognised the work of Aberdeenshire Council in encouraging and supporting young employees.

Foyer REACH programme

Foyer REACH is a 14-week employability course run in various areas of Aberdeenshire. The programme is designed to bring lasting change to people who have faced challenges in their lives, helping them move on from difficulties they may have experienced in many areas including poor health and well-being. The Recruitment Team are committed to supporting Foyer REACH and undertake two workshops with the group per session. The first workshop aims to provide advice on how to apply for a job, including completion of an application form and creation of a CV. The second workshop aims to provide individuals with feedback on applications they have submitted for test jobs, and guidance on how to prepare for and perform well at interview.

Aberdeenshire Education Authority

Developing the Young Workforce (DYW) Developments in Schools

A number of school clusters have had input from the DYW team on using the draft Aberdeenshire Skills for Learning, Life and Work guidance. During the November 2016 Inset day, Guidance and DYW PTs spent time looking at the Career Education and Work Placements Standards and had the opportunity to reflect on their practice and the changes they may need to make to meet the standards set out in these key documents. A number of DYW seminars were also held during the Aberdeen Learning Festival on the 14th February. These included What DYW could look like in

a secondary school, Getting Started on your Career Education Standard Journey and Sharing Good Practice in Employer Engagement.

Aberdeenshire's HR Service, with support from the DYW team, has developed a session for primary schools to help them understand the vast array of jobs on offer within Aberdeenshire Council. Workshops are now being created for secondary schools.

Work is continuing on developing a suite of resources to support teachers in DYW. This includes Career Fair Guidance and Employer School-Relationship Planning Guidance for both Senior Leadership Teams and Faculty Heads, and support materials in using the Career Education Standard, including presentations on the importance of career education and the importance of Labour Market Information.

Young carers

On 21 December 2015, Ellon Academy became the first secondary school in Aberdeenshire, since the charter was piloted at Aboyne Academy, to sign up for the Schools' Young Carers Charter for Action. This Charter outlines the school's commitment to supporting young carers to access their education and to be children and young people first and foremost. It aims to ensure young carers are identified and offered appropriate support to achieve their potential and it demonstrates the school's commitment to being a carer friendly school. Following assemblies by Pupil Support Worker, Graham Wilson, a number of academy pupils identified themselves as Young Carers.

Head teacher Tim McKay explained, "Ellon Academy prides itself on being fully inclusive and respects the rights and responsibilities of everyone connected to the school. Our young people who take on caring roles, mostly without any support, need to know that there is someone to turn to for practical help and, most importantly, support through some of the very difficult emotional barriers that young carers may face. It is the responsibility of all staff to ensure we are providing the most appropriate support possible to this group of amazing individuals, and that we as a school, support everyone to flourish, regardless of personal circumstances."

2.6 Equality Outcome 6

Access to life opportunities is enhanced by reducing barriers

Protected Characteristic

Race

Age

Disability

Sex

General Duty

- Eliminate discrimination
 - Advance equality of opportunity
 - Foster good relations
-

Achievements to date: key results from surveys undertaken in 2016

Aberdeenshire Council Equalities Employee Survey:

63%

believed that their Service has the ability to meet the needs of people with Protected Characteristics.

58%

believed that opportunities for training are available within Aberdeenshire Council for people with Protected Characteristics.

64%

believed that Aberdeenshire Council has improved as an inclusive environment for employees.



Equalities Community Survey:

55%

agreed that access to life opportunities is enhanced by reducing barriers.

52%

agreed that access to education for people with the Protected Characteristics had improved.

50%

saw an improvement in access to training for people with the Protected Characteristics.

50%

saw an improvement in access to transportation services.

Examples of Case studies

Aberdeenshire Council

Preventing Homelessness and Supporting Young People Leaving Care

In 2016, a Youth Housing Forum was established in partnership with the Through care and Aftercare (TC/AC) Team and Housing. The Youth Housing Forum will ensure that young people who are due to leave care are identified at an early stage and that planning can begin for their transition into more independent living. The aim of the Forum is to work preventatively along with other services, as well as the young person, to ensure that they are able to access appropriate accommodation that meets their needs and will ultimately prevent them coming through the homeless route.

Additionally, TC/AC are also developing a Taster Flat, as a pilot in the first instance, to provide young people with an opportunity to gain the skills and experience required to live independently after they leave local authority care. If the pilot is successful then Children's Services Social Work may consider establishing a Taster Flat in other parts of Aberdeenshire, according to identified levels of need and availability of properties.

Discounted Taxi Travel for People with Limited Mobility

The TaxiCard Scheme provides discounted taxi travel for older and disabled people with limited mobility. The council reimburses up to £5 per single trip. The most popular use of TaxiCard is for shopping or medical appointments. A customer survey in December 2015 indicated that 58% of respondents couldn't manage without the service and a further 33% said that the service made a big difference to their lives.

Local travel support for community or voluntary organisations

The council continues to give support to community or voluntary organisations providing local travel for those who have difficulty accessing other transport. Initiatives include dial-a-bus services and voluntary car schemes which are primarily aimed at older and/or disabled people. In addition, some organisations hire out wheelchair-accessible mini buses to local community groups including youth groups. The council hires out mini buses during weekends and school holidays to community groups including older people's groups, youth groups, and disability groups.

Disabled Persons Housing Service

The Disabled Persons Housing Service, Houseability, provides help and support to disabled people with housing needs throughout Aberdeenshire. The service reflects the diversity of the requirements of disabled people and is subsequently a comprehensive 'One-stop shop' providing good quality information, advice, assistance and signposting including advocacy where required. The service works to reduce health inequalities and promote equality for all disabled people by ensuring Houseability clients are empowered and enabled to find solutions to their housing needs and live more independently.

The service assists with the sometimes complex and challenging situation for people with disabilities in accessing suitable housing and ensures that, as well as professional advice and information, ongoing support is offered to clients throughout the process of exploring their housing needs and options.

Martin Brae, (Housing Development), Inverurie

Work was completed in 2016 at Martin Brae, Inverurie comprising twenty four properties, consisting of a mix of bungalows, houses and flats. The site was previously used by Aberdeenshire Council for temporary accommodation. Five of the properties were adapted specifically for applicants with physical disabilities. These applicants were identified at the start of the new build process, therefore enabling the properties to be adapted exactly to meet their needs. Adaptations include level access shower rooms, Clos-o-Mat (wash and dry toilets) and electrically operated front door. The one-bedroom ground floor flats have all been fitted out with level access shower rooms.

Offenders with complex disabilities

Mr B has a diagnosed learning disability, is on the Sex Offenders Register and is undertaking a Community Payback Order with a requirement to participate in the Moving Forward: Making Changes Programme. He faces considerable barriers to getting paid work. Mr B was supported to write a disclosure letter explaining the offences of which he has been convicted. This was an area of great anxiety for Mr B and he also had concerns surrounding how he would approach this subject should it arise during a job interview.

Community Justice Social Work was able to significantly reduce his stress and anxiety levels, supporting his willingness and ability to apply for employment and face-to-face interviews in a more positive manner.

Transport to Health Information Centre

Since February 2015 Aberdeenshire Council has hosted THInC (Transport to Health Information Centre) which operates a telephone helpline providing transport advice for people throughout the NHS Grampian area travelling to medical appointments. The THInC phone number is promoted on hospital appointment letters and information leaflets. Callers are signposted to local community or voluntary transport schemes where these exist. Where public transport is an option, in order to make the journey as simple as possible THInC provides customers with detailed information on bus times, where to change buses, which bus stops to use etc.

In addition to helping those who need transport advice, THInC aims to identify unmet transport needs. The majority of callers are older or disabled people who don't have access to private transport and are unable, or find it very difficult, to use public transport. It is estimated that 5% of calls are from, or on behalf of, younger people.

Aberdeenshire Education Authority

Pupil Participation Forum

Aberdeenshire's Pupil Participation Forum has been running for over two years. It is a group of young people from all 17 Aberdeenshire secondary schools who meet regularly to discuss topical issues in education. They are also now regularly consulted by council departments on issues such as budgets, how to attract young people to work in the council and creating appropriate resources for young people. An enthusiastic group, the Forum is also very keen to get involved and do things independently, so has been involved in the following:

- Creating a resource to support pupil participation in schools.
- Co-ordinating and running an event to celebrate Youth Volunteering in Aberdeenshire in November 2016. 90 young people were nominated and seven young people received awards.
- Early consultation on a young person's How Good Is Our School 4 with Education Scotland.

- Work is now underway to create a Wellbeing resource to support the findings of the MSYP Mental Wellbeing survey “Our Generation’s Epidemic”.

New Year, New Career

The council has run six ‘New Year, New Career’ events, targeting people who had at one time been registered with General Teaching Council for Scotland (GTCS) but whose registration had been allowed to lapse, and those who have taught outside Scotland. These events were well attended and officers are now following up the interest by supporting a number of people back to teaching. In the first instance, the support involves helping people to renew or obtain their GTCS registration. Going forward, ‘return to teaching’ sessions will be held to help those interested get an insight into the current priorities in education, and to build their current knowledge and confidence. Currently, some of these potential recruits are taking advantage of an invitation to observe classes in schools across the authority.

TIEs

Aberdeenshire Council is also involved in the TIEs scheme which aims to retrain people who formerly worked in the oil and gas sector for teaching posts in our secondary schools. Aberdeenshire Council continues to work with 10 of the 12 people who applied for the scheme, giving support centrally and in secondary schools.

Licensing Boards

Guide Dog Scotland have offered training to the licensed trade covering the use and importance of guide dogs with a view to improving awareness and ensuring that individuals can access such premises with confidence. This will hopefully be highlighted at the annual meeting of the North Board and the North Forum with a view to highlighting the information to the Licensed Trade. This will then be cascaded to Central and South Boards.

Part C: Our new Equality Outcomes: 2017 – 2021 in respect of Aberdeenshire Council, Aberdeenshire Education Authority and the three Aberdeenshire Licensing Boards.

As part of the process in preparing to report on the council's progress to date in meeting its Equality Outcomes and in preparing to identify Outcomes for 2017-21 we reflected on the learning in relation to the Equality Outcomes 2013-17:

- the original Outcomes, whilst aspirational, were particularly broad;
- challenges experienced in identifying appropriate measures;
 - performance measures first published in 2013 were example measures which were not fully developed;
 - update report published in 2015 reported a broad range of measures that were not easily identifiable as a measure of progress against the Outcomes – due to the Outcomes being aspirational;
- Outcomes set by Aberdeenshire Education Authority and the three Licensing Boards were more relevant to the workings of the Boards;
- there were limited linkages to Aberdeenshire's partners – Health, Police, Fire etc.

Cognisance has been taken of the guidance issued by the Equality and Human Rights Commission in 2016 entitled "Equality Outcomes and the Public Sector Equality Duty: - A Guide For Public Authorities In Scotland". This learning has influenced the development of the new Equality Outcomes ensuring that these are more specific, so that the impact will be more easily identifiable and measurable.

The process to set our new equality outcomes took place in tandem with the process to measure our current actions as set out in Part B: - Equality Outcomes: 2013 – 2017 in respect of Aberdeenshire Council, Aberdeenshire Education Authority and the three Aberdeenshire Licensing Boards.

Equality Outcome 1:

Safer and better decision making will be achieved as a result of being better informed of Equality & Diversity matters

LOIP priorities:

Connected and cohesive communities

**Applicable Legal Entities:**

Aberdeenshire Council, Education Authority Licensing Boards

Protected Characteristics:

All

**Duty Addressed:**

Eliminate discrimination, advance equality of opportunity, foster good relations

Evidence : Extract of original source data utilised to inform the debate and development of this Outcome**Citizens' Panel survey:**

- *17% of respondents agreed that Aberdeenshire councillors' understanding of the challenges facing people and communities with the Protected Characteristic has worsened and 45% that it has not changed*
- *13% of respondents agreed that Aberdeenshire Council employees' understanding of the challenges facing people and communities with the Protected Characteristics has worsened and 35% that it has not changed*

Staff survey:

- Only 36% of respondents believed that their understanding of the potential challenges facing people with Protected Characteristics has improved and 31% said that this had not changed
- 30% of the comments relate to lack of resource or understanding to appropriately deal with Equalities Impact Assessments, difficulties in accessing translation services
- 20% of those who were aware of the Prejudice and Discrimination Reporting Process did not know where to access further information

Evidence Based Themes	Activities	Outputs
<p>The level of understanding, amongst councillors and senior officers, of equality needs and issues faced by all Protected Characteristics and their ability to respond.</p> <p>Lack of understanding of the consequences of non-compliance amongst some councillors and senior officers</p>	<p>Develop and implement targeted plans to achieve improved knowledge and understanding amongst all councillors and senior officers.</p> <p>Working with councillors and senior officers, identify ways to ensure equalities is considered, the evidence process understood and implemented to demonstrate informed decision making.</p> <p>Working with partners to identify ways to ensure equalities is considered and evidenced in the decision making process.</p>	<p>Elected Members demonstrate their understanding of the needs of those with Protected Characteristics.</p> <p>Senior officers demonstrate their understanding of the needs of those with Protected Characteristics.</p>

<p>Lack of awareness of key equality resources - Prejudice and Discrimination reporting and access to interpretation and translation services.</p>	<p>Develop and implement plans to:</p> <ul style="list-style-type: none">• raise awareness of Prejudice & Discrimination reporting process across the council and in our communities• raise awareness of interpretation and translation services across the council and in our communities• provide practical, useful support resources for employees required to engage with people whose first language is not English.	<p>Increased awareness of the key equality resources.</p> <p>Employees and member of the public have increased awareness of Prejudice & Discrimination reporting and know how to access interpretation and translation services when accessing council services.</p>
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Equality Outcome 2:

To promote a better understanding of the needs of people of different race and develop strategies which support them.

LOIP priorities:

Reducing Child Poverty, Connected and cohesive communities

**Applicable Legal Entities:**

Aberdeenshire Council, Education Authority

Protected Characteristic:

Race

**Duty Addressed:**

Eliminate discrimination, advance equality of opportunity, foster good relations.

Evidence: Extract of original source data utilised to inform the debate and development of this Outcome**Citizen's panel**

- *79% of respondents agreed that there is prejudice and/or discrimination against gypsy/travellers specifically in Aberdeenshire*
- *47% of respondents agreed that there is prejudice and/or discrimination against people of different races in Aberdeenshire*
- *52% of respondents agreed that where English is not someone's first language, they are restricted from accessing services due to a lack of translation and interpretation support*

Corporate Equalities Group workshop

Work is still to be done around ensuring positive integration and empowerment of the Syrian New Scots and migrant workers in Aberdeenshire continues

Evidence Based Themes	Activities	Outputs
<p>Reduce discrimination/ prejudice towards Gypsy/ Travellers by raising awareness of effect/impact of prejudice on Gypsy/Travellers</p> <p>Limited Gypsy/ Traveller site provision leading to unauthorised encampments</p> <p>Negative media attention aimed at Gypsy/Travellers unauthorised encampments in Aberdeenshire</p> <p>Negative mind-set of the settled community towards the Gypsy/Traveller community</p>	<p>Continue working with Gypsy/Travellers to identify ways to reduce levels of prejudice and discrimination and barriers.</p> <p>Continue to work with communities, public sector partners and organisations to identify ways to reduce levels of prejudice and discrimination towards Gypsy/Travellers.</p> <p>Working with Gypsy/Travellers to identify options to increase site provision through either council owned or private encampments.</p> <p>Working with Partners to address media reporting which may lead to racial tensions in communities.</p> <p>Identify ways to improve knowledge and understanding working in partnership with schools and partners.</p>	<p>Gypsy/Travellers will be accepted and welcomed by communities and experience reduced levels of prejudice and discrimination.</p> <p>Communities will have an improved level of understanding of the needs of Gypsy/Travellers leading to more cohesive communities.</p> <p>Increased number of Gypsy/Traveller sites in Aberdeenshire.</p> <p>Employees and members of the public have increased awareness of Prejudice & Discrimination reporting.</p> <p>Improved awareness and access to interpretation and translation services in Aberdeenshire.</p>
<p>Lack of awareness of key equality resources - Prejudice</p>	<p>Develop and implement plans to:</p>	

<p>and Discrimination reporting and access to interpretation and translation services.</p>	<ul style="list-style-type: none"> • Raise awareness of Prejudice & Discrimination reporting process across the council • Working with partners in our communities to raise awareness of interpretation and translation services across partner organisations. • Further promote the 'Living and Working in Aberdeenshire' guidance. • provide practical, useful support resources for employees required to engage with people whose first language is not English. 	
<p>Reduce risk of harassment and prejudice amongst migrant workers by ensuring they are not being taken advantage of by their employers and landlords</p>	<p>Increase confidence and awareness among migrant workers to be able to report prejudice and discrimination incidents</p> <p>Work with partner organisations to establish clear reporting mechanisms for hate crime and racial harassment</p> <p>Identify Third Party Reporting sites within Aberdeenshire</p> <p>A multi-agency approach to identifying non-compliant landlords in Aberdeenshire is developed to identify rogue landlords in the Private Rented Sector (PRS) and Houses of Multiple Occupation (HMOs)</p>	<p>Migrant workers are not discriminated against in the work place.</p> <p>Migrant workers are confident in reporting prejudice and discrimination incidents.</p> <p>Migrant workers living in Aberdeenshire are not being prejudiced against by their landlords and are able to secure accommodation that meets their needs.</p>

<p>Identify and address communication and language barriers that may prevent Syrian New Scots and migrant workers accessing council services</p>	<p>Minority Ethnic groups are increasingly involved, consulted and represented where relevant/ appropriate</p> <p>Identify ways to support and showcase existing initiatives and promote similar initiatives elsewhere.</p>	<p>All migrant workers and newcomers into the area can access information to help ensure equal access to services.</p> <p>Migrant workers are integrated in the community.</p>
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Equality Outcome 3:

Develop a better understanding of the needs of people with a disability and develop and promote strategies which ensure access to council services and which support them in education and employment

LOIP priorities:

Reducing Child Poverty, Connected and cohesive communities, Reducing alcohol consumption



Applicable Legal Entities:

Aberdeenshire Council, Education Authority Licensing Boards

Protected Characteristic:

Disability



Duty Addressed:

Eliminate discrimination, advance equality of opportunity, foster good relations.

Evidence : Extract of original source data utilised to inform the debate and development of this Outcome

Citizen's panel:

- *There is a lack of understanding of issues faced by disabled people on the part of non-disabled people*
- *85% of respondents agreed that disabled people experience particular difficulties travelling by public transport*
- *42% of respondents indicate that disability most significantly affects getting a job and 21% indicated difficulties when returning to work*
- *Only 55% of those respondents identified as older believe that the Aberdeenshire Council understands the challenges faced by older people*

Staff survey

- *31% of respondents comments point to failures of the council to support the Equalities agenda in terms of physical provisions in building for people with disabilities or corporate processes that treat people unfairly*

Evidence Based Themes	Activity	Outputs
<p>People with disabilities don't believe their particular needs are met due to a lack of awareness of the issues they face</p>	<p>Working with community groups supporting disabled people to identify ways to increase public awareness to better support the disabled community's needs</p> <p>Working with communities to identify the level of understanding of the needs of people with disabilities</p> <p>Working with community groups, communities and partners to develop and deliver an agreed action plan</p>	<p>Disabled and older people can access services and believe their particular needs are met.</p> <p>Communities and businesses understand the needs of older people and people with disabilities.</p> <p>People with disabilities, particularly learning disabilities, have improved employment prospects.</p>
<p>Disabled and older people have experienced difficulty accessing services</p>	<p>Identify ways in which disabled and older people are better able to access services, shopping and leisure opportunities</p>	

	Working collaboratively with partners to develop ways to respond by utilising digital connectivity, community/volunteer participation, support and transport providers	
People with disabilities, particularly learning disabilities have poor employment prospects	Working with professional bodies and local business to identify ways to promote employability programmes to encourage businesses to recruit people with disabilities	

Equality Outcome 4

Develop a better understanding of the needs of LGBT people as employees and customers, develop and cascade strategies which minimise bullying and harassment in schools and the community. Achieve measurably reduced levels of prejudice and discrimination against the LGBT community.

LOIP priority

Connected and cohesive communities

**Applicable legal entity**

Aberdeenshire Council, Education Authority, Licensing Boards

Protected Characteristic

Gender realignment and sexual orientation

**Duty Addressed**

Eliminate discrimination, advance equality of opportunity, foster good relations.

Evidence: Extract of original source data utilised to inform the debate and development of this OutcomeCommunity survey

- 53% of respondents agreed that there is a lack of understanding of the needs of people undergoing gender reassignment
- 50% of respondents agreed that bullying and harassment is targeted most significantly towards Gender Reassignment

- Issue raised in supporting comments about having to provide Equalities information when applying for jobs, as the information in the wrong hands could be used to discriminate against candidates

Citizen's Panel

- 78% of respondents indicated that young people that are Lesbian, Gay or Bisexual experience a greater level of bullying and harassment in schools
- 37% of respondents agreed that people in Aberdeenshire face difficulties in employment as a result of being Lesbian, Gay or Bisexual
- 53% of respondents agree that people face difficulties in employment due to being Transgender

Evidence Based Themes	Activity	Outputs
A lack of understanding of the needs of individuals, in relation to gender reassignment and those who will have experienced prejudice or discrimination as a result of gender reassignment or sexual orientation in the community	Work with LGBT community groups and partners to identify ways to tackle prejudice and discrimination within the community.	The LGBT community and those going through gender reassignment are more accepted in their communities, where their needs are understood. Reduced levels of prejudice and discrimination towards the LGBT community within the Aberdeenshire area.
Bullying and harassment in schools is higher in relation to the LGBT Community	Building on work undertaken to date by the Education Authority to continue to work with partners to revise and implement plans to improve awareness and understanding amongst pupils.	Pupils and employees understand the needs of the LGBT community in schools. Reduced incidences of bullying and harassment in schools linked to the LGBT community.
Level of mistrust of the requirement to provide equalities information when applying for jobs	Identify ways to provide greater assurance of confidentiality and measures in place to ensure compliance with The Data Protection Act for job applicants and employees.	Increased confidence in providing equality monitoring data.

Equality Outcome 5

Aberdeenshire Council's recruitment is implemented with fairness and transparency and fully supports people with Protected Characteristics.

LOIP priority

Reducing child poverty, Connected and cohesive communities



Applicable legal entity

Aberdeenshire Council, / Education Authority

Protected Characteristics:

All



Duty Addressed

Eliminate discrimination, advance equality of opportunity, foster good relations.

Evidence: Extract of original source data utilised to inform the debate and development of this Outcome

Staff survey:

- 84% of respondents commented on recruiting process with regard to favouritism, the notion that managers may be pre-selecting candidates prior to interview, people with dyslexia being treated unfairly, people with learning difficulties not being employed at all, gender imbalances at certain levels within the organisation, particularly at service manager level and above
- A further 10% of statements relate to issues with the interview process and discrimination as a result of the constitution of interview panels which could introduce bias

Citizen's panel

- 28% of respondents agreed that people face difficulties in employment due to their gender

Community survey

- Only 70% of females were in agreement with the statement that Aberdeenshire Council understands the challenges faced by women in workforces

Evidence Based Themes	Activities	Outputs
<p>There is a perception that recruiting managers demonstrate behaviours which show favouritism. Concerns suggest a lack of transparency exists where the constitution of interview panels could produce bias which results in unfair outcomes.</p>	<p>Take action to brand the council as an employer of choice both internally and externally for all Protected Characteristics.</p> <p>Address existing perceptions in relation to recruitment processes – such as ‘myth busting’, resourcing survey, increasing employee knowledge through training and awareness of the procedure, focus groups etc</p> <p>Develop plans to ensure the recruitment and selection process is effectively and professionally implemented by recruiting managers.</p> <p>Develop plans to have a more diverse workforce with representation across all Protected Characteristics.</p>	<p>Aberdeenshire Council is recognised as an employer of choice both internally and externally through effective implementation of recruitment and selection processes which are seen to be fair and transparent.</p> <p>The council is recognised for recruiting from diverse communities resulting in a diverse workforce.</p> <p>There is greater diversity of males/females across non-traditional roles.</p>
<p>People with disabilities being treated unfairly (dyslexia) and a perception that people with learning difficulties are not employed at all.</p>	<p>As part of the Disability Confident Scheme, incorporate plans to increase the level of awareness and understanding of recruitment and selection from all Protected Characteristics</p>	<p>The Gender Pay Gap for non-teaching employees is reduced.</p>

	<p>with particular focus on those with a disability, mental health and age</p> <p>Establish Family Benchmarking group work in relation to equalities monitoring establishing examples of effective action, stemming from applicant/hire conversion rates. Work to focus on disability, mental health and age.</p>	
<p>Gender imbalance and the gender pay gap exists and gender inequality in terms of employment. This can result in increased child poverty rates and health inequalities, e.g. higher proportion of women in low paid or part-time work and the costs of childcare</p>	<p>Develop plans targeting males and females to apply for non-traditional roles.</p> <p>Develop plans to address gender pay gap for non-teaching employees with the aim to reduce from current figure of 8.73% (based on Median Hourly Rates between Male and Female)</p>	

Equality Outcome 6

There will be a more inclusive culture whereby all employees understand and respect difference

LOIP priority

Connected and cohesive communities



Applicable legal entity

Aberdeenshire Council

Protected Characteristics

All



Duty Addressed

Eliminate discrimination, advance equality of opportunity, foster good relations

Evidence: Extract of original source data utilised to inform the debate and development of this Outcome

Staff survey

- 40% of respondents believe that because of the ingrained negative staff behaviours around Equalities, more Diversity Training is needed and of a 'mandatory' nature

- Issue raised in supporting comments about mental illness in its different forms not being accepted in certain areas and more education needed so individuals are not discriminated against

Evidence Based Themes	Activity	Outputs
<p>Employees are not fully aware or engaged in delivering frontline activities in a way that demonstrates understanding of the needs of individuals with Protected Characteristics.</p> <p>Unacceptable conversations occur in the workplace in relation to people's Protected Characteristics</p>	<p>Develop plans for targeted training for those in leadership roles by:</p> <ul style="list-style-type: none"> • Promoting key equalities messages to raise awareness, improve understanding and the need to challenge inappropriate discussions. • Utilising Equalities Service Champions to cascade messages. <p>Working with community groups/community councils/community leaders to increase awareness of equality and diversity issues – to support our communities to celebrate their diversity and equality.</p> <p>Develop plans within the Healthy Working Lives Project to promote Mental Health in relation to all Protected Characteristics</p> <ul style="list-style-type: none"> • Identify key messages on mental health integrating across varying platforms including wellbeing newsletters such as physical activity and diet which can have a positive impact. <p>Undertake annual promotions through all communication methods, including the Health & Wellbeing Team newsletter on Mental Health.</p>	<p>Increased level of understanding of the needs of individuals with Protected Characteristics across all employees.</p> <p>Frontline services demonstrate an understanding of the needs of individuals with Protected Characteristics.</p> <p>Individuals and communities feel their views and rights are heard and respected and they feel empowered.</p> <p>Individuals feel supported and included in celebrating diversity and equality within their communities.</p> <p>Fewer reports of issues around poor verbal behaviour of some staff to some groups with Protected Characteristics</p>

Appendix 1: Aberdeenshire Council's Workforce Profile

As at December 2016, Aberdeenshire Council employed 15,466 people which took up a total of 19,794 posts within the council. The workforce data presented here is the total number of posts within the council. This report is based on incumbencies or post held by each employee. Some employees may have multiple incumbencies – for example, a Supervisory Cleaner may hold posts for Relief Cleaner and Children's Escort. Throughout the report incumbencies are referred to as 'employee data' or 'employees'.

The information in this Appendix refers to all employees of the council over the years 2015 and 2016. The exception to this is training data which has not been recorded for 2016 due to changes in how course attendance is recorded in line with the upgrading of the Human Resources Information System. Therefore the 2014 and 2015 data has been included here instead. Training data will be available later in 2017 in relation to future reporting.

The sections on training, leavers and general employee data are generated from our Human Resource Information system. The data relates to development, retention and recruitment respectively. The data on recruitment is obtained from the Talentlink database, the Scottish public authority recruitment tool.

In some parts of our report there are high responses in the 'unknown' category. There are two reasons for this – the first is where the employee has declined to answer the question, the second is where the employee has filled in the 'no declaration' section of the form. Steps have been taken to encourage employees to provide as much information as possible to help us gain a better understanding of our workforce profile. For example, during the spring of 2016 the completion of the equalities monitoring form when applying for a job became mandatory. Applicants can still declare on the form that they do not wish to enter any information, however they have to go into the form to do this rather than simply bypassing the form altogether.

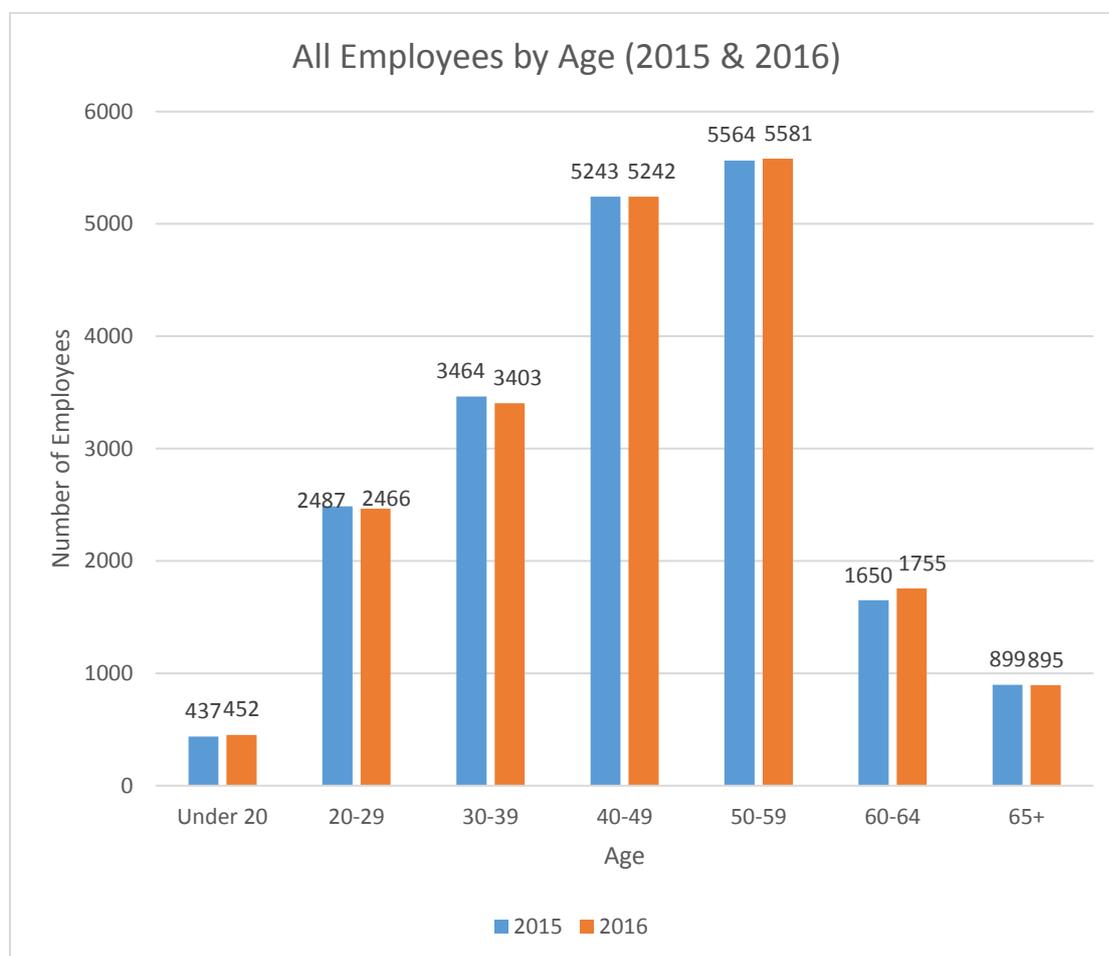
Workforce profile information has been used by some sections of the council to plan for the future in terms of addressing age profiles which would leave a Service 'at risk' due to a predominantly significant proportion of employees in the higher age ranges. Similarly, some Services have used the workforce profile information in new and innovative ways to address the means of retaining employees and skills when duties and tasks need to be provided. It is critical that such work continues and helps the council address changes and gaps in relation to the Protected Characteristics.

Combined Workforce Profile

Age

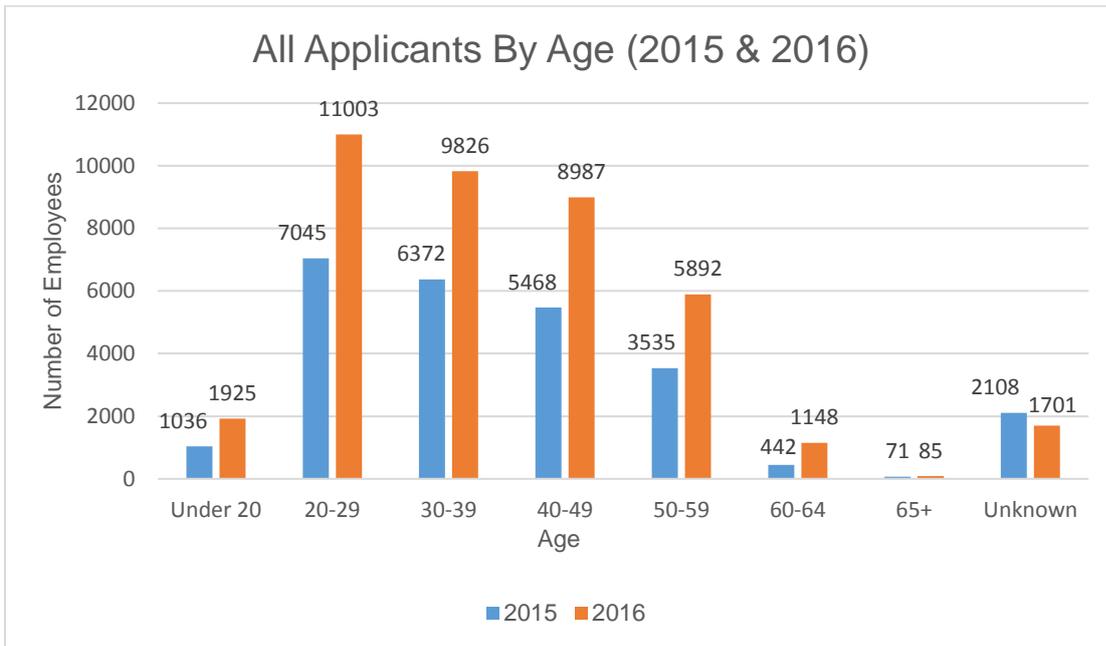
All Employees

The largest percentage of employees fall into the age range 40-49 and 50-59. The number of employees in the 50-59 category has increased by 0.31% since 2015. The number of employees in the 60-64 category has increased by 5.71% and this appears to be a continuing trend; however, the number of over 65's dropped by 0.41% in 2016.



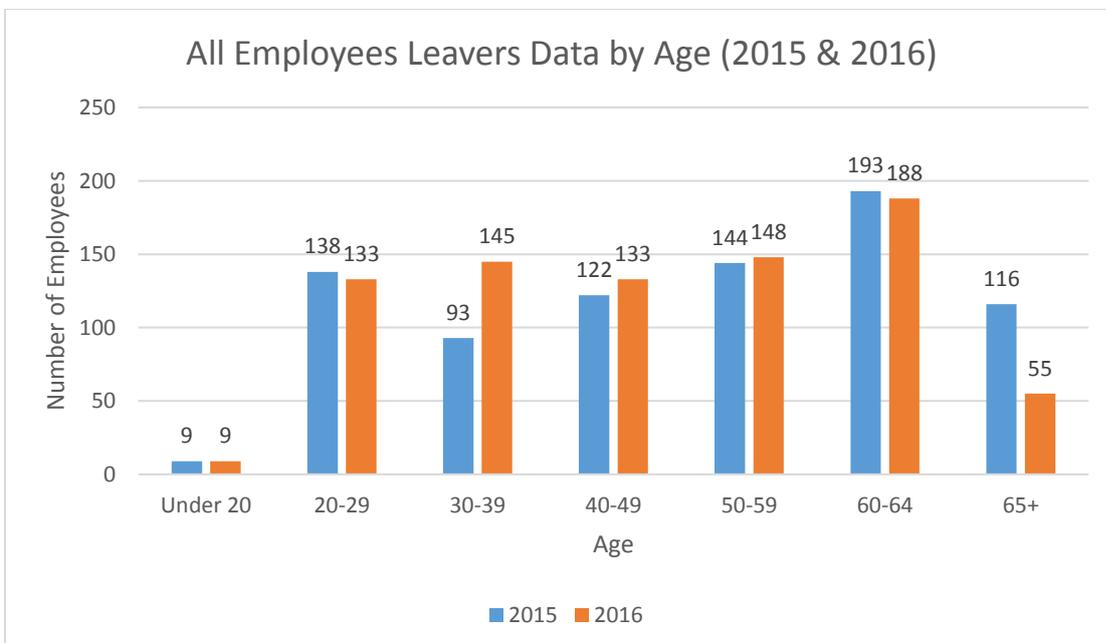
Recruitment

The number of job applicants has substantially increased by 54% across all categories over the course of the two year period, with the biggest increase seen in the 20-29 and 30-39 age groups. It is noted there is a considerable increase in the number of applications across the two years mainly due to the oil and gas downturn, but this could be partly attributable to the promotional work that has been undertaken to make Aberdeenshire Council an employer of choice in the region.



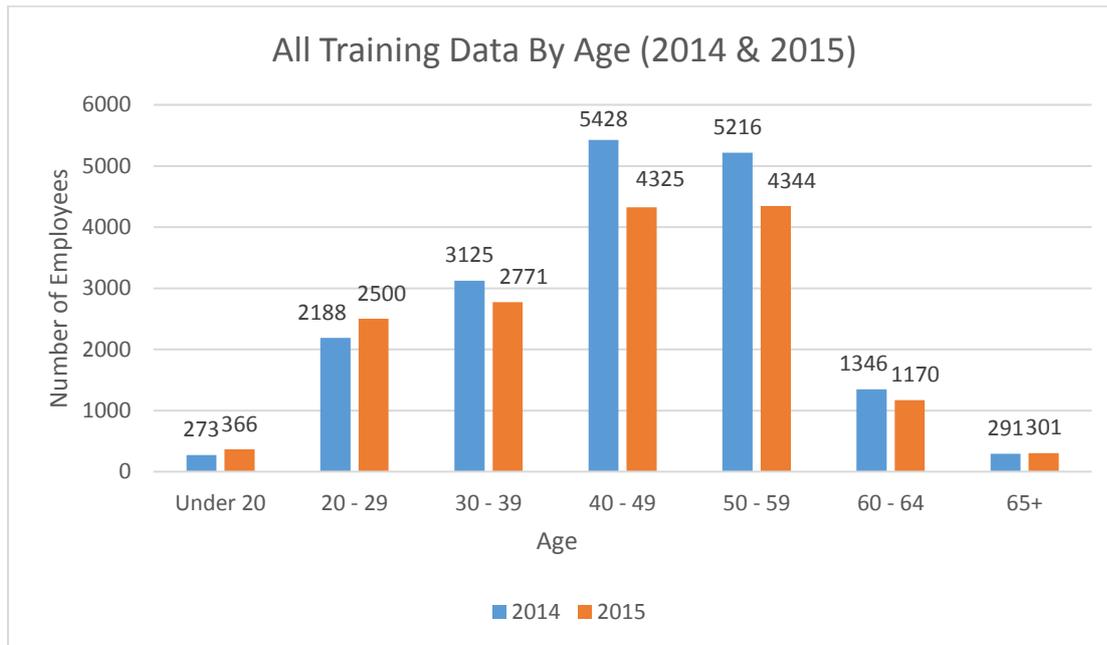
Retention

In comparison with previous mainstreaming reports, the highest number of leavers are still in the 60-64 category, with no major changes across any of the age categories.



Development

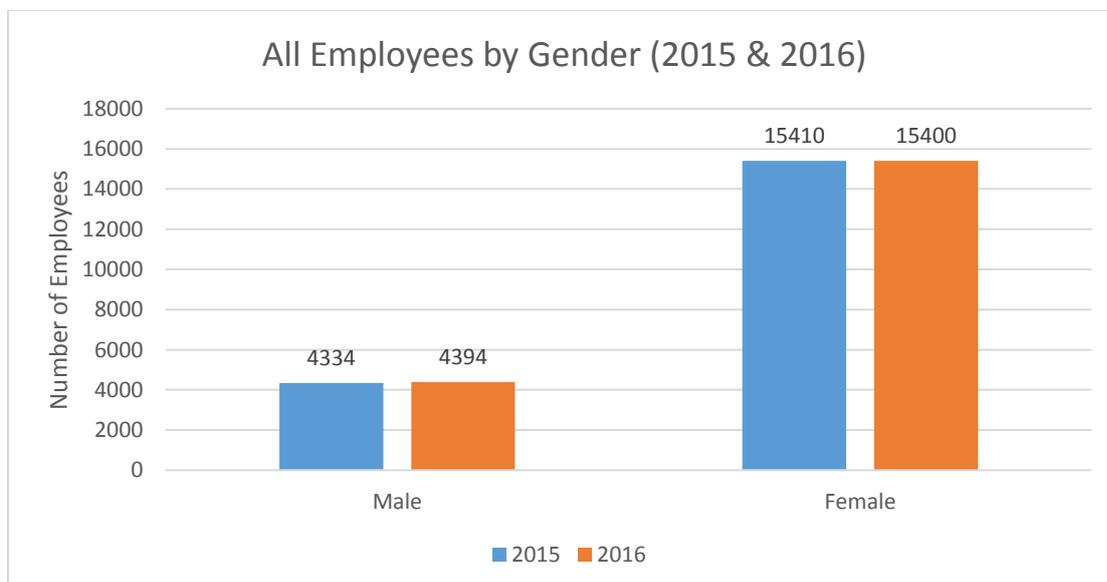
The data from 2015 indicates an overall fall of 12.4% from 2014 in the numbers participating in training across all categories. However, increases in training undertaken were seen in the under 29s and the over 65s. The number of employees by age undertaking internal training courses is reflective of the general age population of the workforce. Employees in the 40-49 and 50-59 categories undertook the highest number of training courses, in line with age data for all employees.



Gender

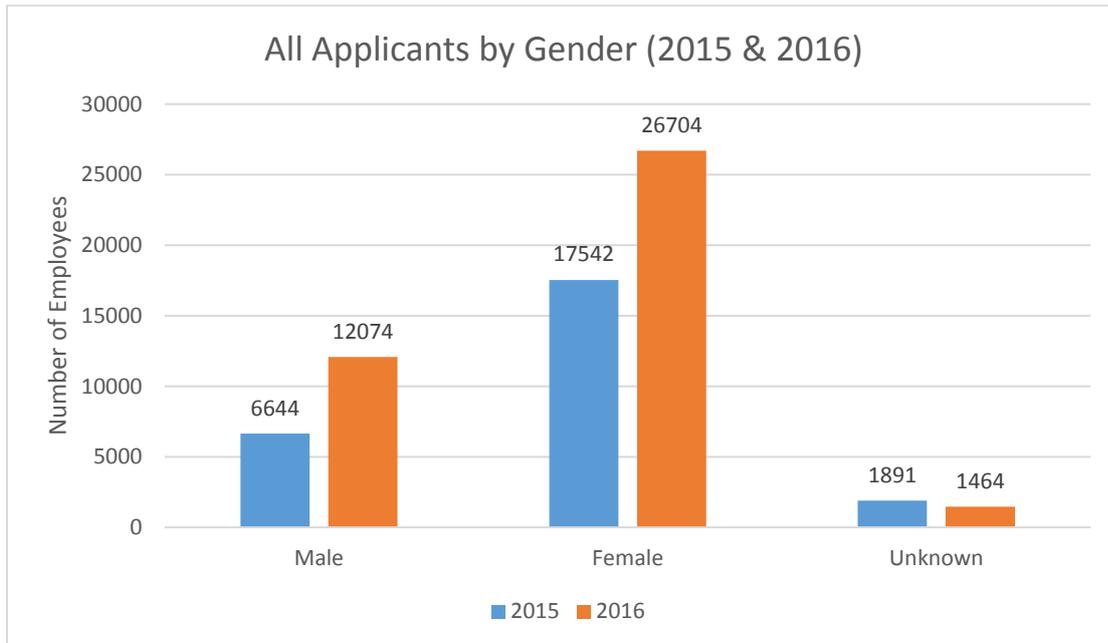
All Employees

The proportion of male (22%) and female (78%) employees has remained the same in both 2015 and 2016. This is broadly consistent with the previous mainstreaming report with a proportion of male (23%) and female (77%) in 2013 and 2014.



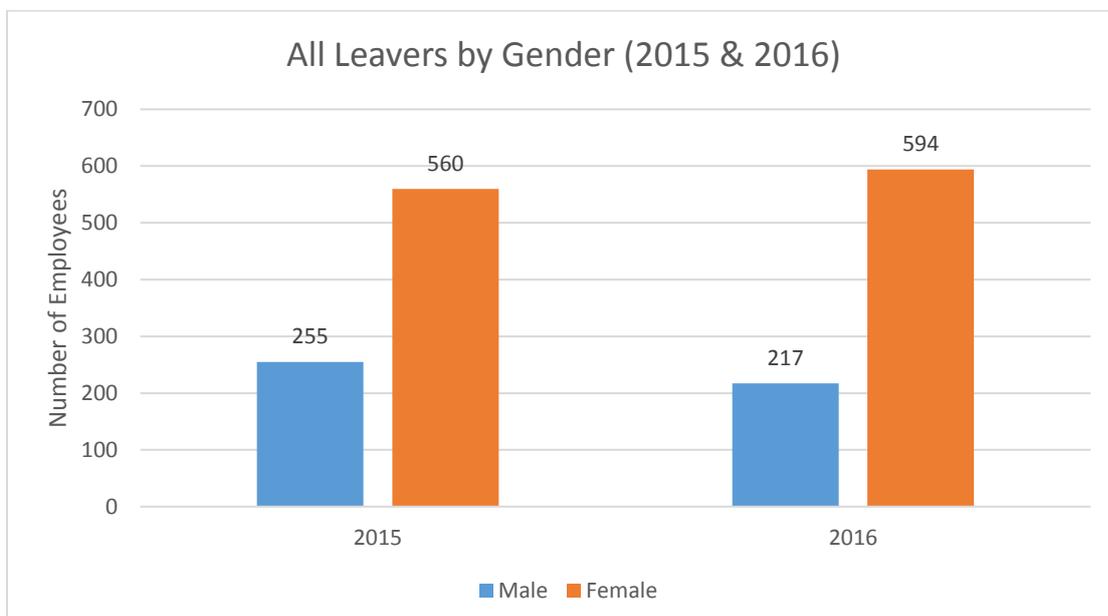
Recruitment

The large increases in applicants across both sexes, with a reduction in the number of 'unknowns' in this category which may be attributable to the changes in capturing recruitment monitoring information. The number of male applicants has proportionally increased more than female applicants, this could be due to the downturn in oil and gas which is a more male dominated sector.



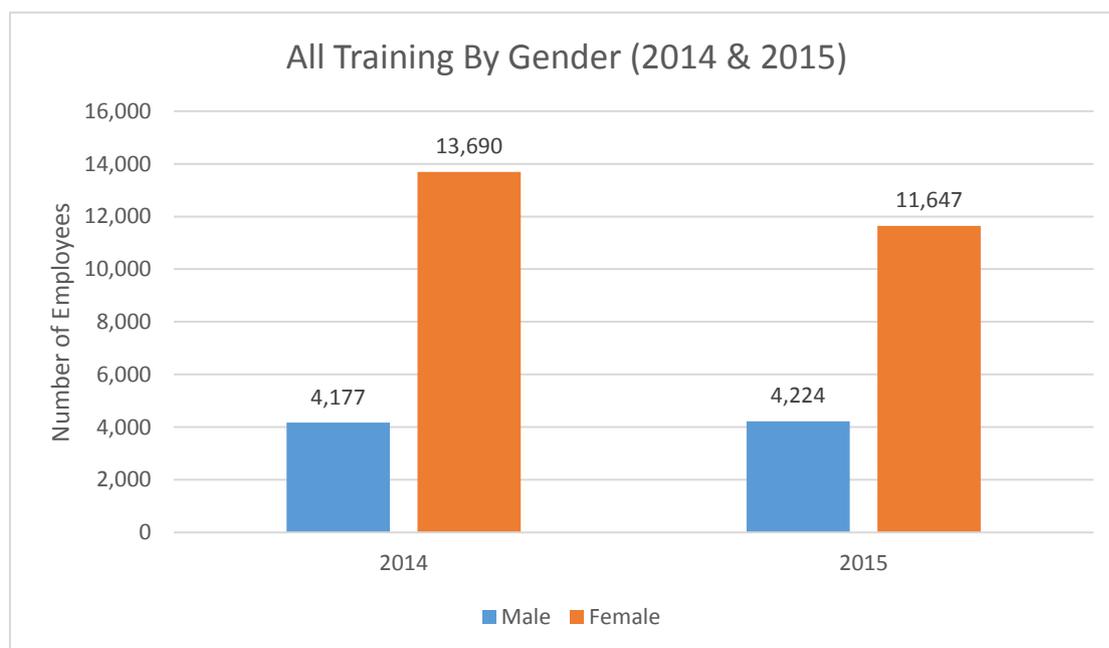
Retention

The number of leavers overall is almost identical for 2015 and 2016, however there was a 5% increase of female leavers and fall in the number of male leavers.



Development

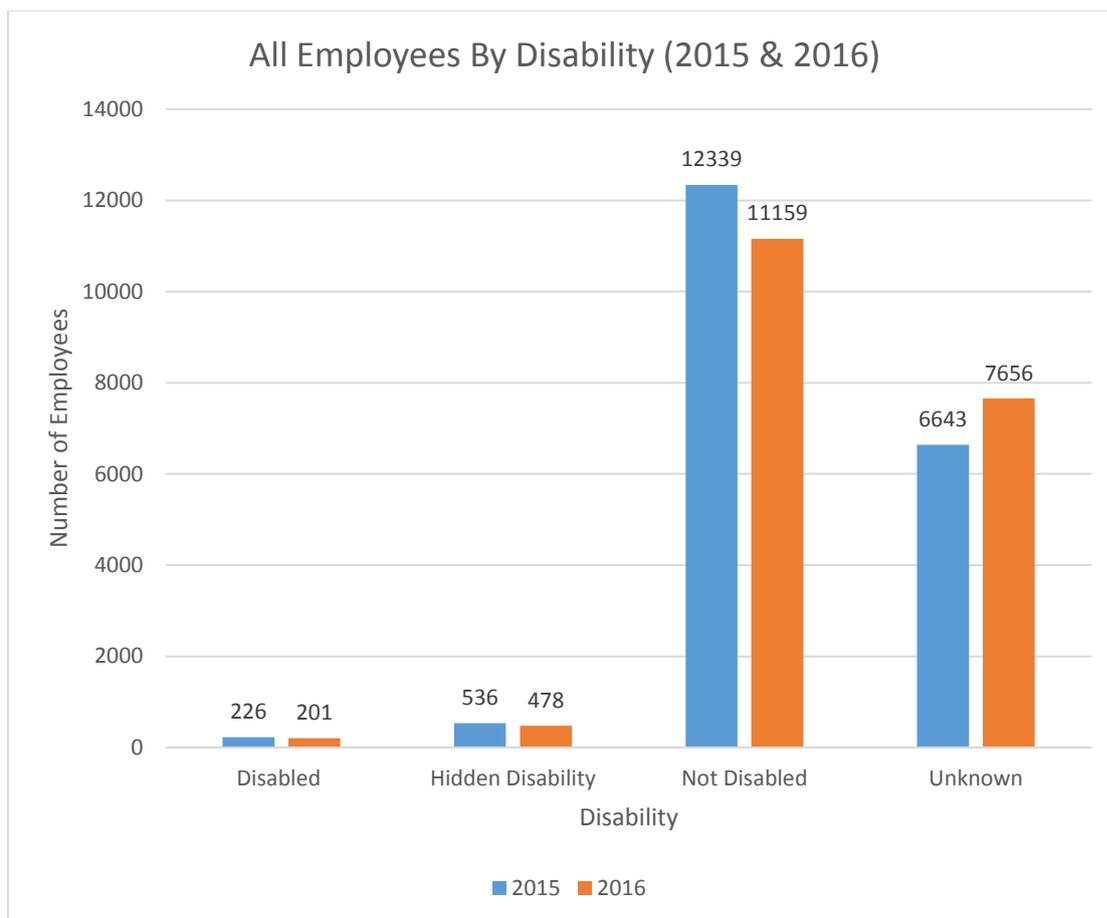
There has been a 12% decrease in numbers attending training between 2014 and 2015, however in comparison to the previous mainstreaming reports there had previously been a 39% increase in training between 2013 and 2014 so training still remains at a higher level in comparison to 2013 levels. Female employees have accounted for the fall in training while the numbers of males undergoing training has remained constant.



Disability

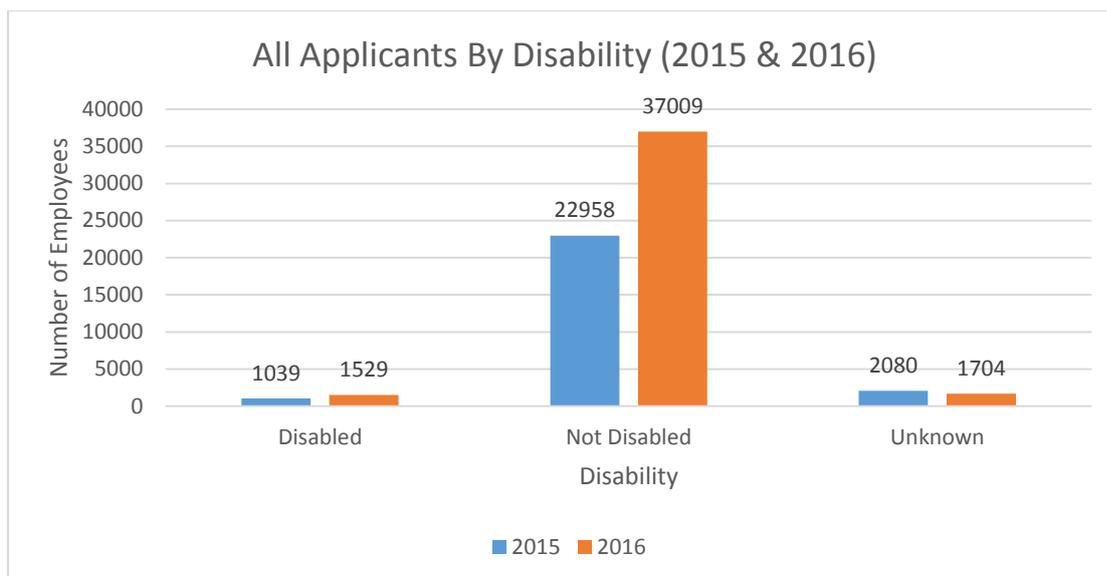
All Employees

The number of employees with a disability has decreased in 2016 and this trend continues from the previous mainstreaming report. The number of employees with a hidden disability has also decreased but is still higher than in previous years (2013 or 2014).



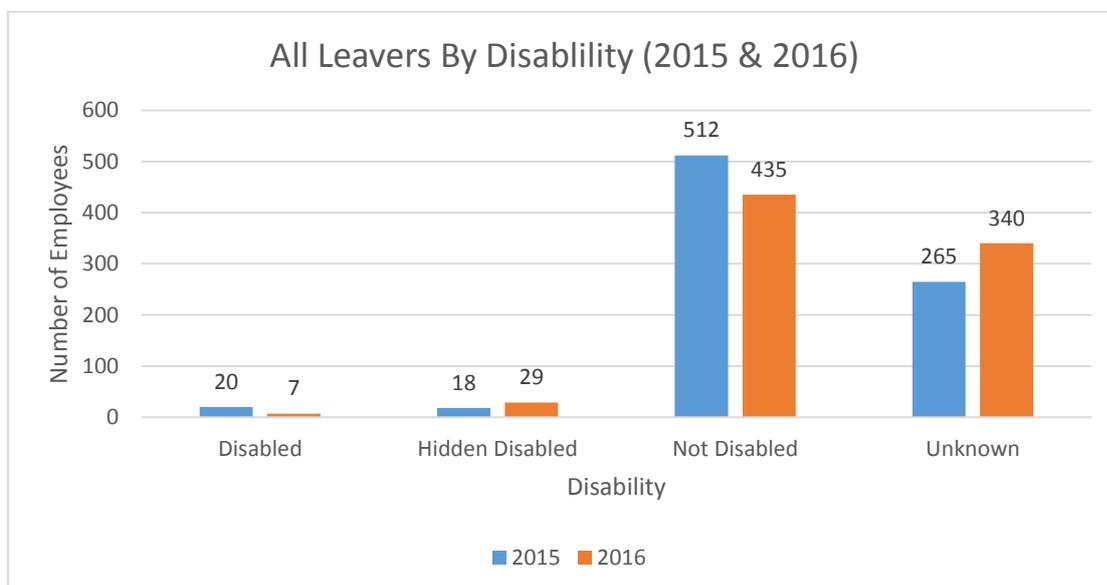
Recruitment

The number of applicants identifying as having a disability remains consistently low at 4%, which is in line with previous mainstreaming reports. Work continues to encourage applicants with disabilities to consider the council as a place of employment and improve accessibility. For example, the short-listing process has been adapted to make it easier to identify applicants who wished to be considered for interview through the Guaranteed Job Interview Scheme. The Two Ticks Scheme has been replaced by the Disability Confident Scheme. Following an assessment Aberdeenshire Council gained the 'Employer' level, which is the second level of the three available.



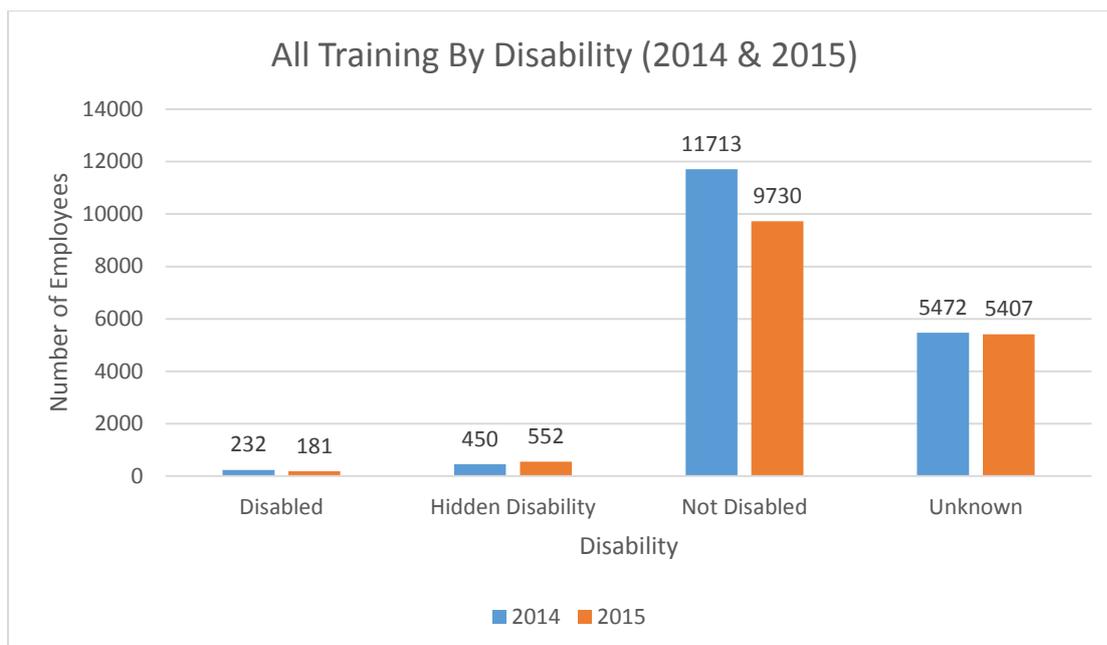
Retention

There has been a fall in the number of leavers reporting as Not Disabled between 2015 and 2016, however this can be explained by an increase in the unknown category.



Development

As reported across all other characteristics, there has been a fall in training courses undertaken across most groups. However, there has been a slight increase in attendance for those with a hidden disability.



Race

All Employees

The largest proportion of employees identify as White Scottish in 2015 and 2016 but in 2016 this has declined from 59.10% to 49.60%. This will, in part, be due to the increase in the number of employees who are classed as Unknown/No Return which has increased to 33.45% in 2016 compared with 21.46% in 2015. The percentage of employees identifying themselves as White British has decreased slightly from 9.99% in 2015 to 9.32% in 2016.

There is also a decrease in the percentage of employees identifying themselves as White English from 5.25% in 2015 to 4.41% in 2016.

All Employees		2015	2016
Race	Asian Bangladeshi	4	3
	Asian Chinese	5	7
	Asian Indian	26	27
	Asian Other (inc. Scottish)	46	40
	Asian Pakistani	3	3
	Black African	36	23
	Black Caribbean	6	3
	Black Other	6	9
	Gypsy/Traveller	1	1

All Employees		2015	2016
	Mixed Other	63	31
	Polish	105	89
	Unknown/No Return	4238	6621
	White British	1972	1845
	White English	1037	872
	White Irish	82	55
	White Northern Irish	90	60
	White Other	273	221
	White Scottish	11668	9817
	White Welsh	83	67
	Grand Total	19744	19794

Recruitment

The information is broadly in line with the general population and again reflects a marked increase in applicants between 2015 and 2016, along with a noticeable decrease in those categorised as 'unknown'.

All Applicants		2015	2016
Race	Asian Chinese	47	65
	Asian Indian	326	378
	Asian Other inc Scottish	177	157
	Asian Bangladeshi	36	48
	Asian Pakistani	95	130
	Black African	337	506
	Caribbean	70	58
	African Other	134	183
	Mixed	138	209
	Gypsy/Traveller	7	6
	Other Ethnic Background	36	60
	Polish	885	1307
	White British	3109	4718
	White Scottish	17251	28737

	White Irish	266	306
	White Other	913	1525
	Unknown	2250	1849

Retention

The data shows a fall in the numbers of individuals reporting as White Scottish leaving the organisation. This fall may be explained by increases in those reporting as White British, White Other and an increase of those reporting as Unknown.

All Leavers		2015	2016
Race	Asian Chinese	1	0
	Asian Indian	2	0
	Asian Other inc Scottish	2	1
	Asian Bangladeshi	0	1
	Asian Pakistani	0	0
	Black African	1	2
	Caribbean	0	0
	African Other	0	0
	Mixed	1	2
	Gypsy/Traveller	0	0
	Other Ethnic Background	0	0
	Polish	3	2
	White British	65	77
	White Scottish	499	378
	White Irish	4	2
	White Other	14	51
Unknown	182	305	

Development

The number of employees attending training courses reflects a decrease in numbers in most categories. The training data is reflective of the general population data.

All Training		2014 All	2015 All
Race	Asian Chinese	7	2
	Asian Indian	31	19
	Asian Other inc Scottish	59	55
	Asian Bangladeshi	2	1
	Asian Pakistani	3	2
	Black African	44	36
	Caribbean	4	1
	African Other	2	4
	Black Other	10	7
	Mixed	42	39
	Gypsy/Traveller	0	0
	Other Ethnic Background	11	10
	Polish	99	106
	White British	1,827	1,315
	White English	1,036	835
	White Scottish	10,907	9,174
	White Irish	77	80
	White Northern Irish	78	46
	White Welsh	81	86
	White Other	210	197
European Other	40	29	
Unknown	3,297	2,511	

Religion or Belief

All Employees

The largest category of religion or belief across both years was Unknown, at 40.72% in 2014 and 47.28% in 2016. This is consistent with the previous mainstreaming report. The second highest category continues to be Church of Scotland with 27.53% in 2014 and 23.85% in 2016.

The number of employees with No Religion or Belief has remained broadly consistent between 2014 and 2016. But the number of employees identifying themselves as Muslim has reduced slightly from 0.29% in 2014 to 0.23% in 2016.

All Employees		2014	2016
Religion or Belief	Buddhist	31	28
	Catholic	602	572
	Church of Scotland	5095	4721
	Hindu	9	9
	Jewish	5	4
	Muslim	53	46
	No religion or belief	3310	3306
	Other Religion or Belief	221	187
	Other Christian	755	769
	Protestant	889	789
	Sikh	3	4
	Unknown	7536	9359
	Grand Total	18509	19794

Recruitment

The proportion of applicants across both years was broadly similar, with the only fall were those reporting as Sikh. The largest numbers of applicants continue to identify as having no religion or belief.

All Applicants		2015	2016
Religion or Belief	Agnostic	34	97
	Atheist	7	45

	Buddhist	68	116
	Catholic	1644	2381
	Church of Scotland	5251	7794
	Hindu	223	265
	Jewish	15	16
	Muslim	206	272
	No religion/belief	11505	19860
	Other Religion or Belief	343	454
	Protestant	7	6
	Sikh	26	11
	Humanist	135	457
	Pagan	7	30
	Other Christian	2857	4479
	Unknown	3749	3959

Retention

The data for 2015 and 2016 is broadly consistent and reflective of the overall numbers of employees with regards to religion or belief.

All Leavers		2015	2016
Religion or Belief	Buddhist	3	1
	Catholic	25	19
	Church of Scotland	243	197
	Hindu	1	0
	Jewish	0	0
	Muslim	2	2
	No religion/belief	131	127
	Other religion/belief	11	9
	Protestant	34	42
	Sikh	0	0
	Other Christian	32	31
	Unknown	333	383

Development

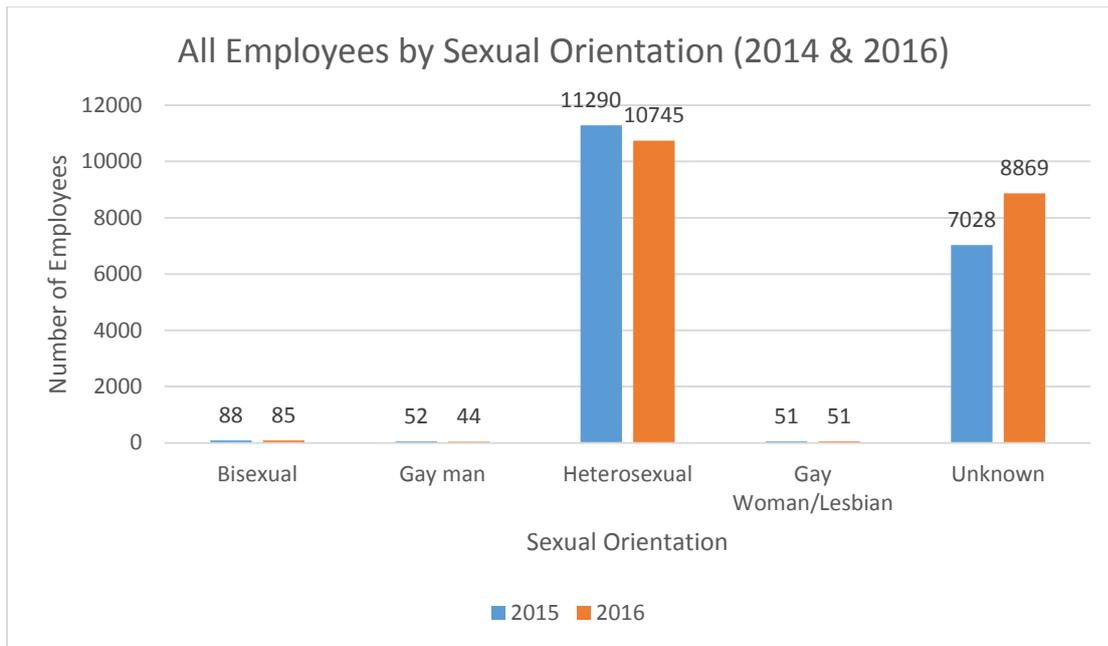
Similarly, in terms of development, training data was reflective of the overall numbers of employees with regards to religion or belief, reflecting a fall in attendance among almost all groups.

All Training		2014 All	2015 All
Religion or Belief	Buddhist	36	18
	Catholic	686	561
	Church of Scotland	4,731	3778
	Hindu	14	3
	Jewish	5	6
	Muslim	35	38
	No religion/belief	3,471	3,456
	Other religion/belief	210	181
	Protestant	801	624
	Sikh	9	6
	Other Christian	812	570
	Unknown	7,057	6,397

Sexual Orientation

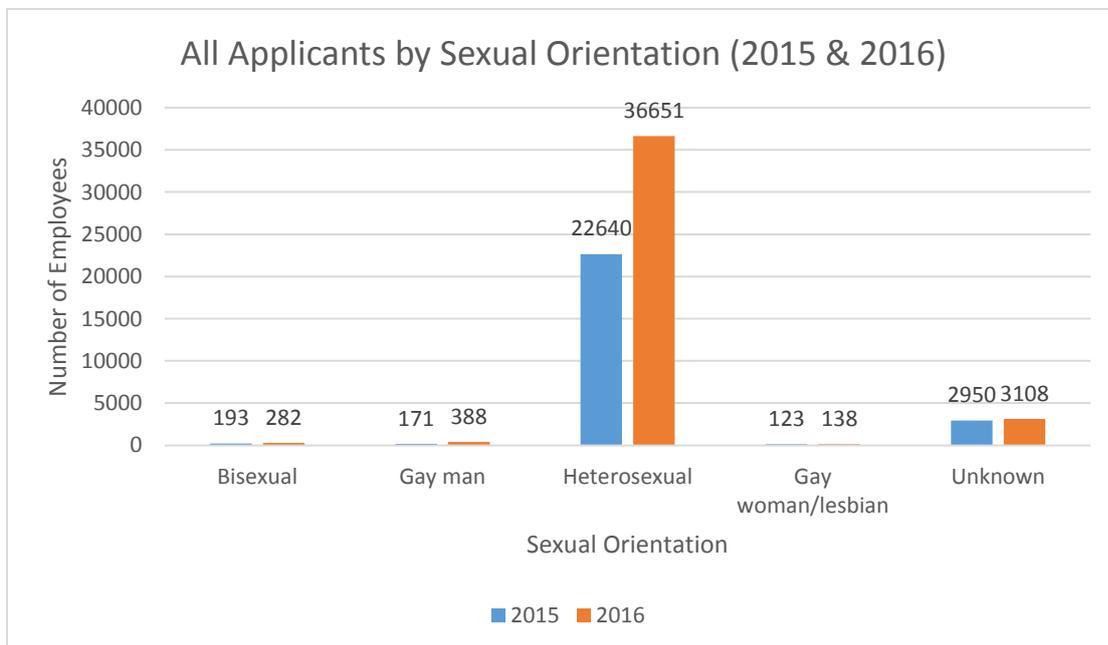
All Employees

The percentage of employees identifying as either Lesbian, Gay or Bisexual (LGB) has decreased slightly from 1.03% in 2014 to 0.91% in 2016. This may have been affected by the increase in the Unknown category from 38% in 2014 to 45% in 2016.



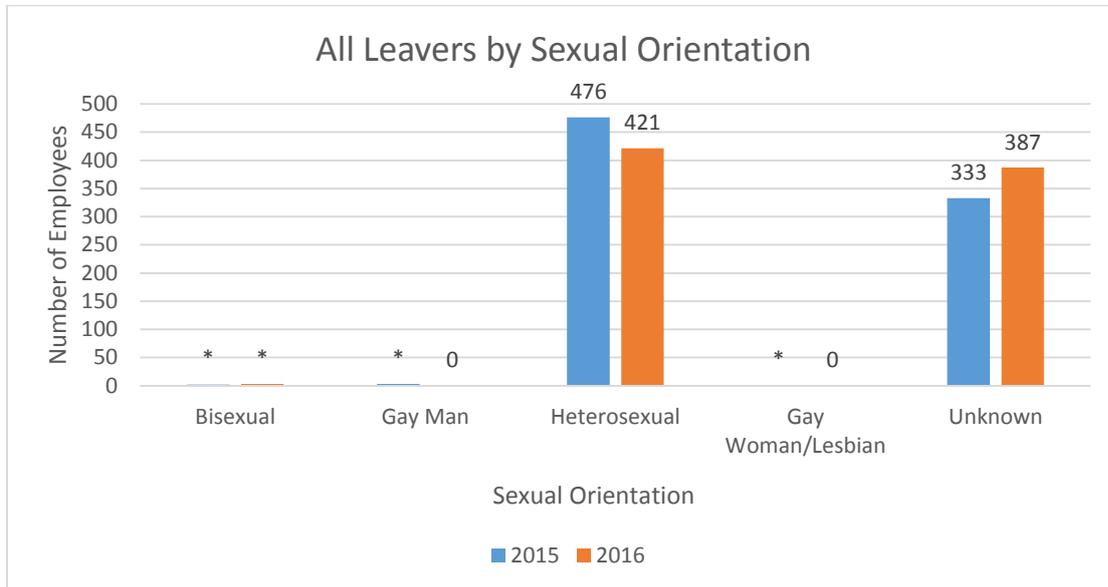
Recruitment

The majority of applications came from people identifying as Heterosexual, with application increases seen across all sexual orientation categories.



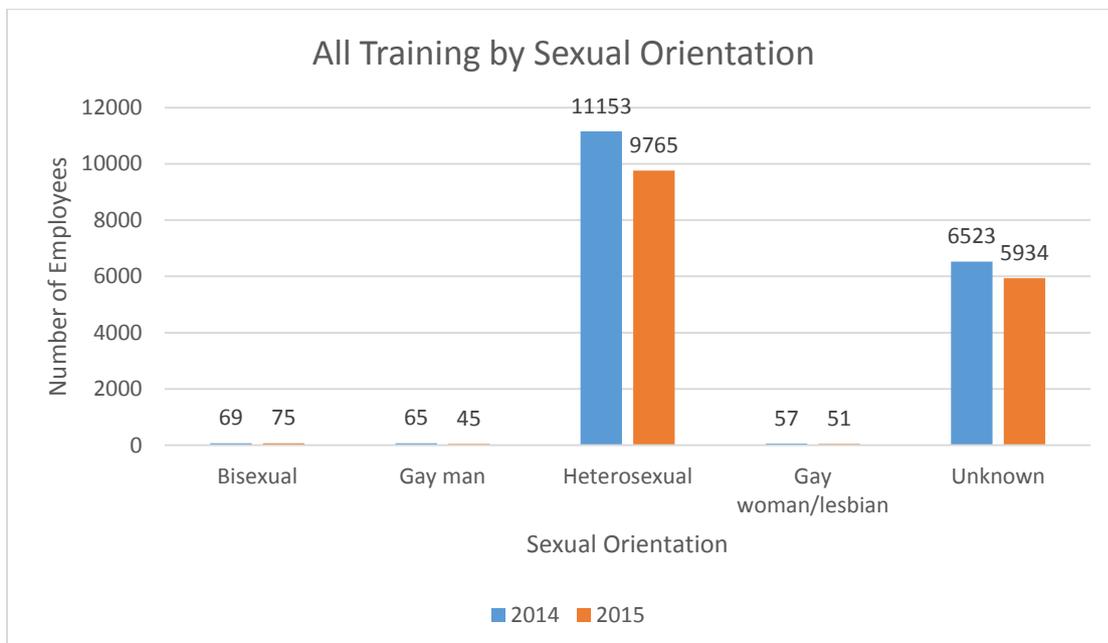
Retention

As with other categories, there has been an increase in those reporting as Unknown which means numbers of leavers across other categories have generally fallen.



Development

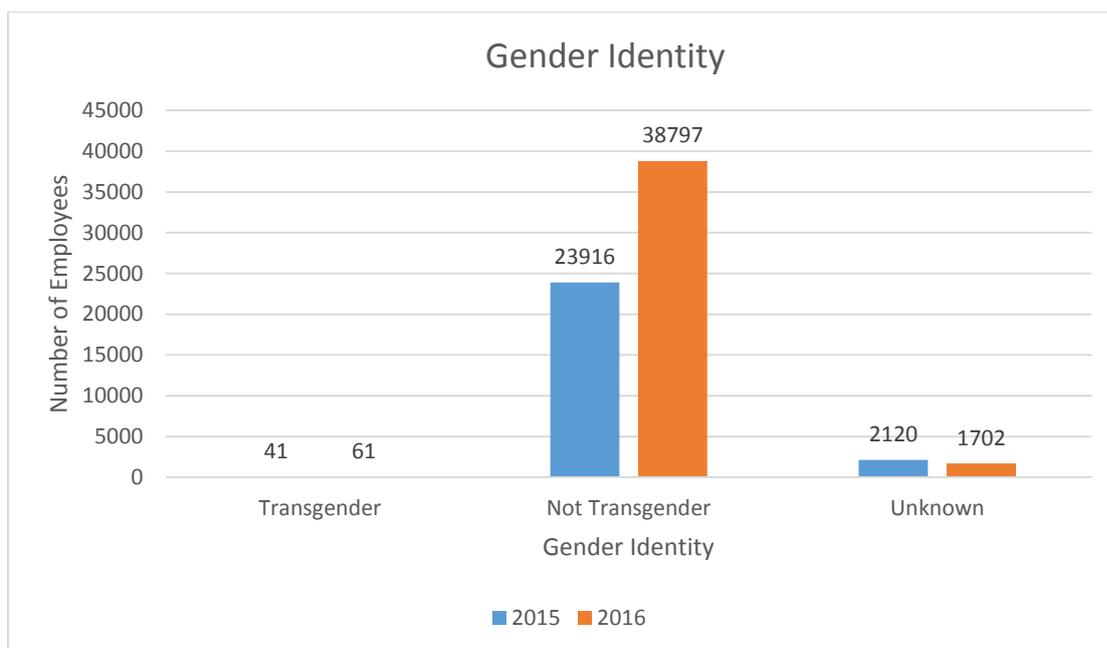
Training courses attended have seen a slight decrease across all categories.



Gender Identity

Recruitment

As with all characteristics there has been a big increase in the number of applicants who identify as Transgender or Not Transgender across the reporting period and in comparison with the previous mainstreaming report. Again there is a fall in those reporting as Unknown, which is likely to be attributable to the reasons already discussed.



Retention and Development

There is not currently any method of recording gender identity information for all employees, leavers and those who have attended training courses.

Appendix 2: Aberdeenshire Council Education Authority's Workforce Profile

The following information is split between teaching and non-teaching employees. "Teaching Employees" relates to employees with teaching terms and conditions. "Non-teaching employees" relates to all staff with local government terms and conditions, which includes non-teaching employees who work within the education authority.

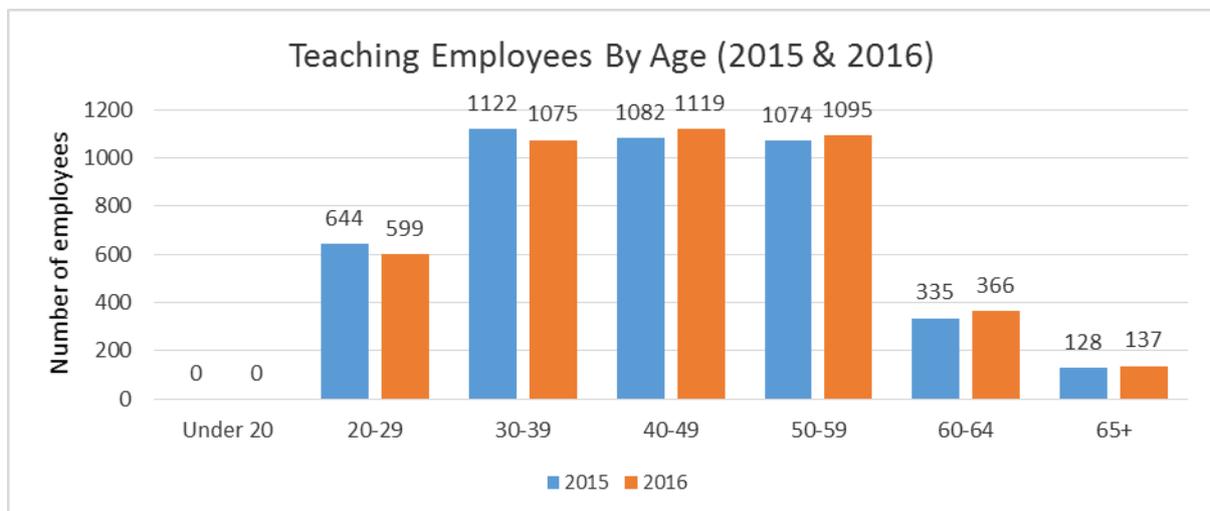
There were 3,428 teaching employees but significantly more non-teaching employees in the Education Authority's profile in 2014.

In this section of the report there is no data relating to recruitment (numbers of applicants) and development (number of training courses attended) for the education authority. Please see the workforce profile for overall information on recruitment and development.

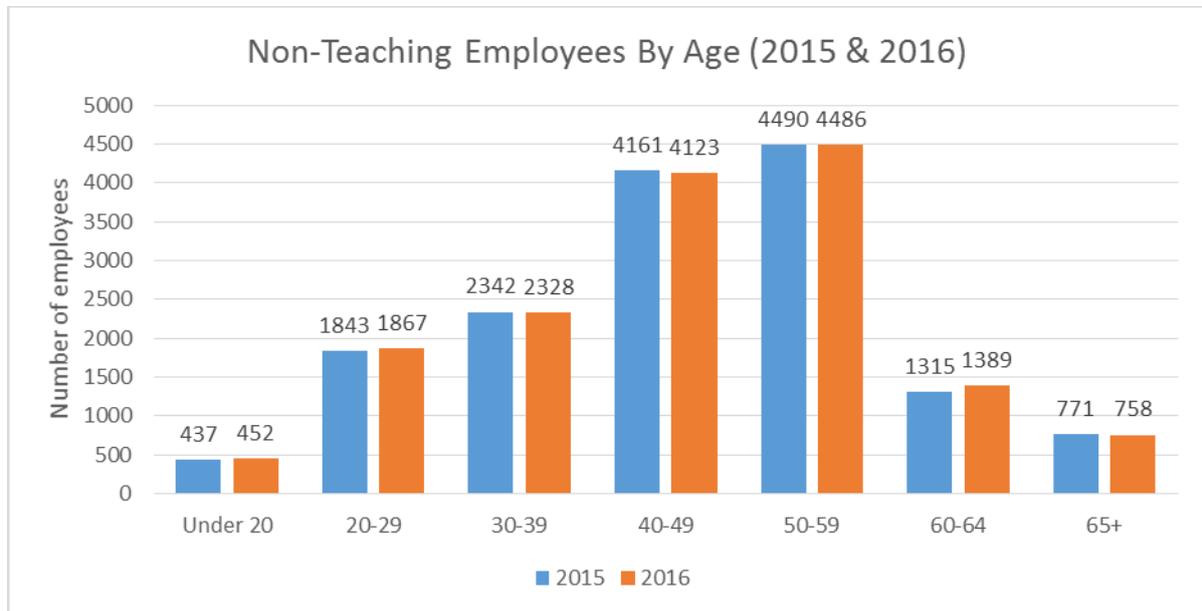
As with the combined employee data, information is based on incumbencies or 'jobs' as it is possible for an employee to hold more than one job with the authority.

Age

The highest number of teaching employees was in the 40-49 age category and there was also a slight increase in the 50-59 category. The number of employees under 40 has decreased from 40% in 2015 to 38% in 2016.

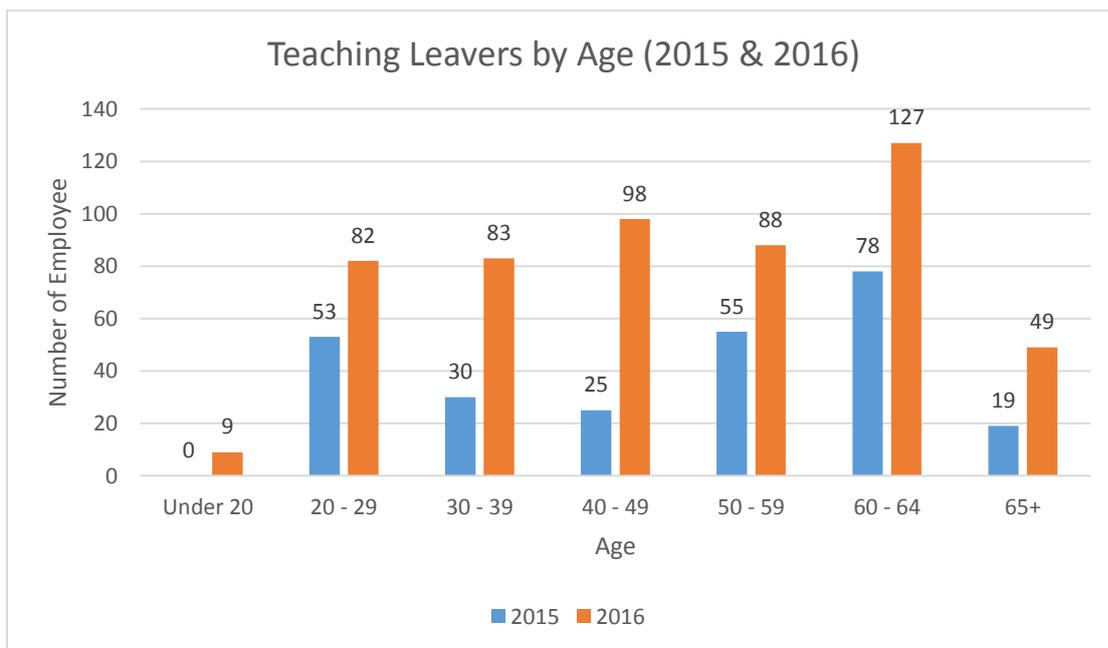


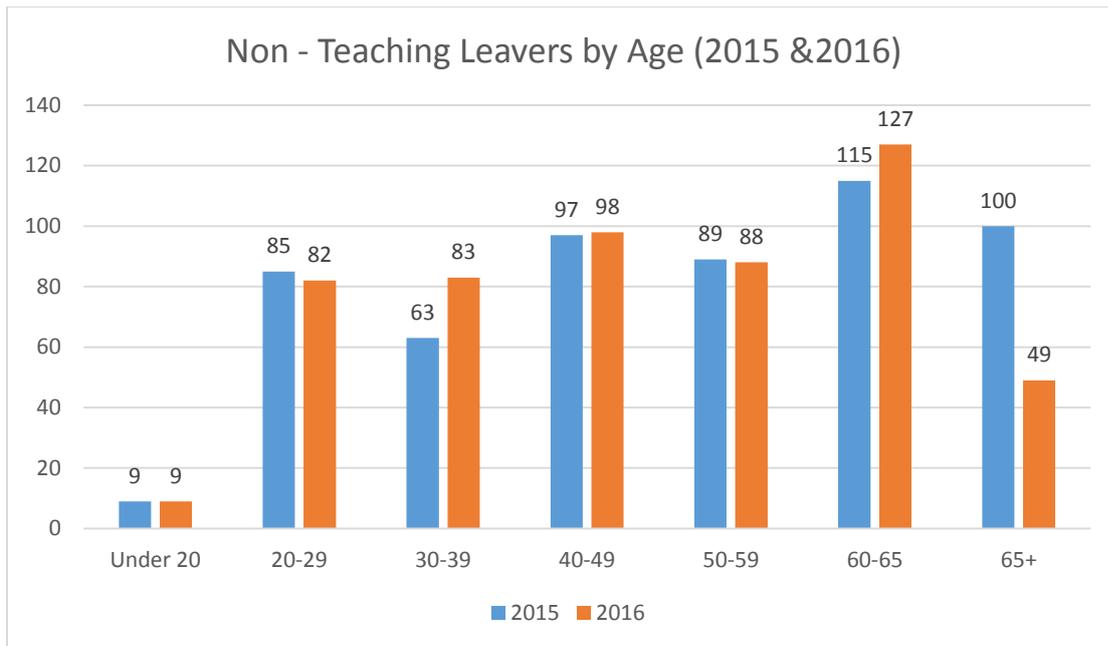
The largest age category for non-teaching employees in both 2015 and 2016 was 50-59.



Retention

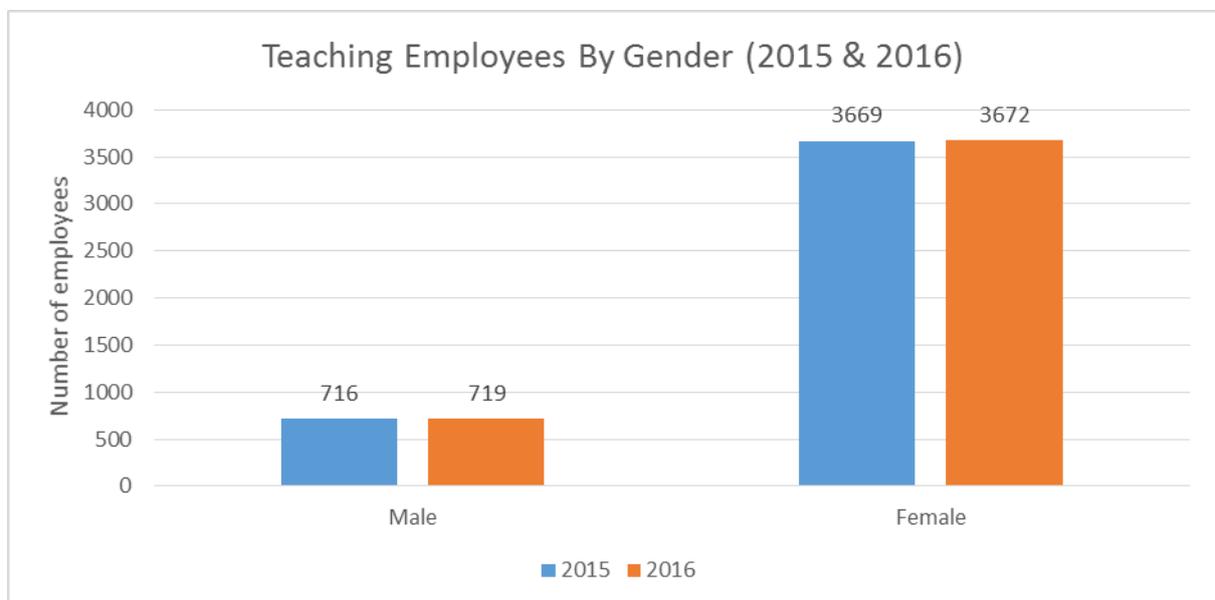
The highest proportion of teaching leavers was in the 60-64 age range which is mirrored in the non-teaching information.



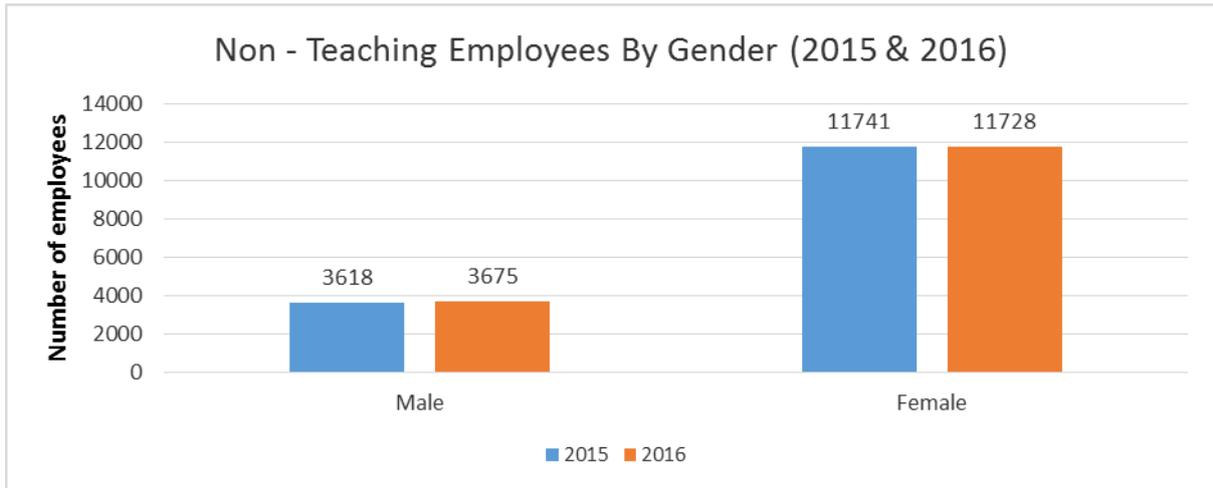


Gender

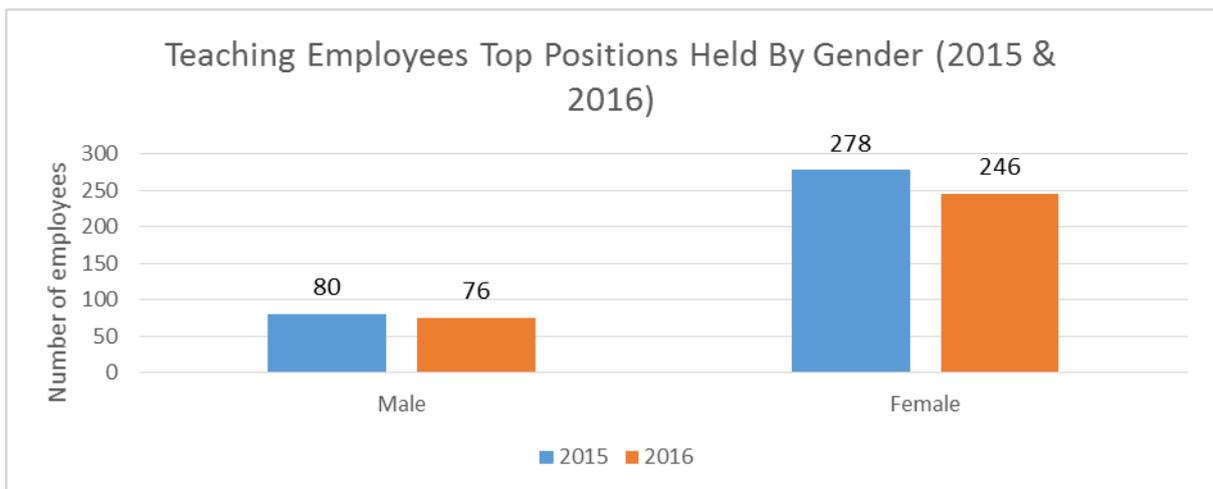
The majority of teachers are female (83%) and this is broadly consistent across 2015 and 2016. The number of male employees in the education authority workforce increased slightly between 2013 and 2014, remained unchanged in 2015 and increased again slightly in 2016.



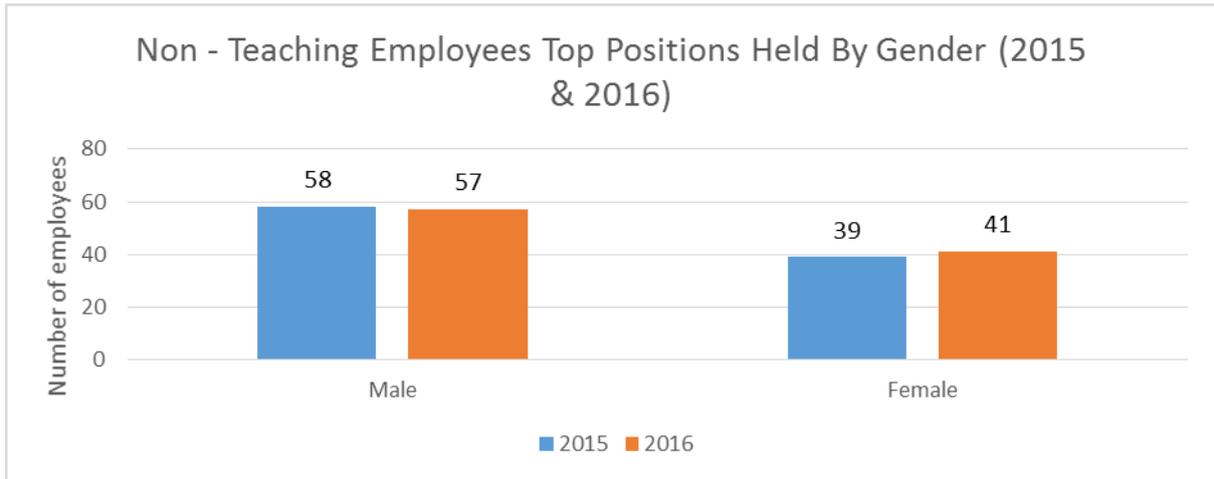
Between 2015 and 2016 the number of female employees has decreased very slightly, although they remain the majority of non-teaching employees. The number of male employees has increased from 23.56% in 2015 to 23.86% in 2016.



There has been a slight decrease in the number of employees in top teaching positions, reflected in both the male and female figures. The proportion of male and female top positions was in line with the overall proportion of male and female teaching staff.

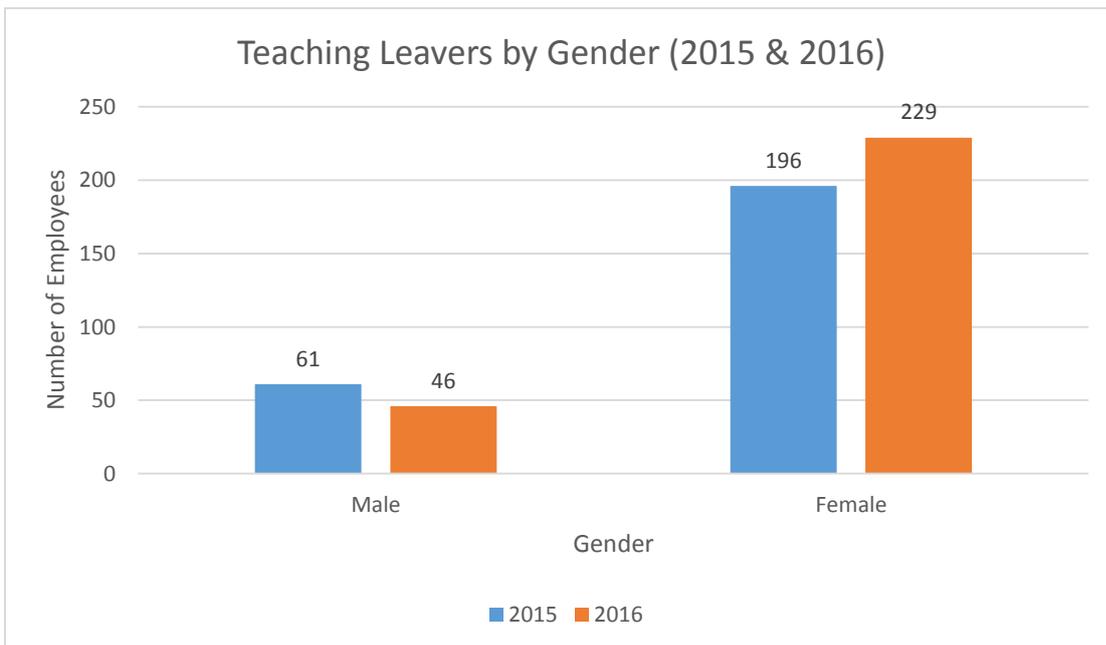


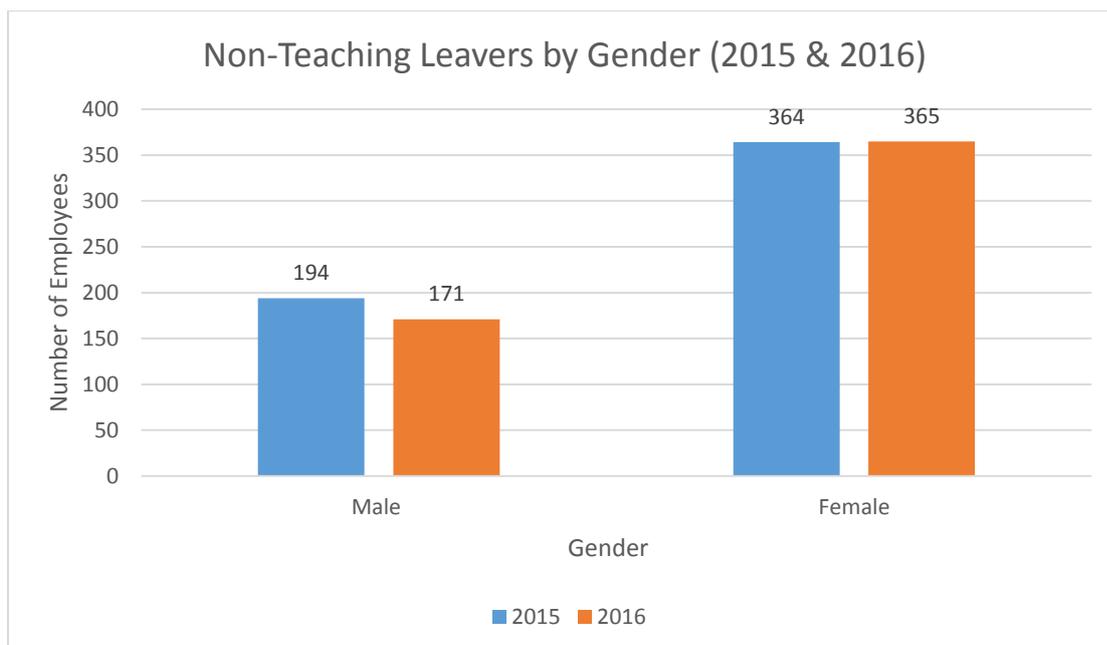
As with teaching employees in top positions there has been a slight decrease in the number of employees in top non-teaching positions, reflected in both the male and female figures. There continues to be significantly more male employees in top positions than female, when compared to the proportion of all employees.



Retention

With regards to teaching and non-teaching leavers, the majority of employees leaving the authority were female. Information across the reporting period for both teaching and non-teaching leavers was broadly consistent with the previous mainstreaming report.





Race

As with previous mainstreaming reports the majority of employees identify themselves as White Scottish in both 2015 and 2016. The second highest category is Unknown/No return for both teaching and non-teaching employees, increasing amongst teaching employees from 29.42% to 40.33% and for non-teaching from 19.19% to 31.49%.

All Teaching Employees		2015	2016
Race	Asian Bangladeshi	0	0
	Asian Chinese	2	3
	Asian Indian	6	5
	Asian Other (inc. Scottish)	3	1
	Asian Pakistani	1	1
	Black African	5	4
	Black Caribbean	0	0
	Black Other	1	1
	Gypsy/Traveller	1	1
	Mixed Other	16	5
	Polish	4	4
	Unknown/No Return	1290	1771
	White British	511	449

White English	200	166
White Irish	23	14
White Northern Irish	39	29
White Other	88	72
White Scottish	2177	1849
White Welsh	18	16

All Non-Teaching Employees		2015	2016
Race	Asian Bangladeshi	4	3
	Asian Chinese	3	4
	Asian Indian	20	22
	Asian Other (inc.Scottish)	43	39
	Asian Pakistani	2	2
	Black African	31	19
	Black Caribbean	6	3
	Black Other	5	8
	Gypsy/Traveller	0	0
	Mixed Other	47	26
	Polish	101	85
	Unknown/No Return	2948	4850
	White British	1461	1396
	White English	837	706
	White Irish	59	41
	White Northern Irish	51	31
	White Other	185	149
	White Scottish	9491	7968
	White Welsh	65	51

Retention

With regards to leavers the data is broadly consistent with overall figures, with most reporting either as White Scottish or Unknown. However, we have seen an increase in those reporting as Unknown and a corresponding decrease in the reporting in the White Scottish category.

All Teaching Employees		2015	2016
Race	Asian Bangladeshi	0	0
	Asian Chinese	1	0
	Asian Indian	0	0
	Asian Other (inc. Scottish)	0	0
	Asian Pakistani	0	0
	Black African	0	1
	Black Caribbean	0	0
	Black Other	0	0
	Gypsy/Traveller	0	0
	Mixed Other	0	1
	Polish	0	0
	Unknown/No Return	74	117
	White British	18	27
	White English	11	6
	White Irish	1	1
	White Northern Irish	2	2
	White Other	4	3
	White Scottish	145	116
White Welsh	1	1	

All Non-Teaching Employees		2015	2016
Race	Asian Bangladeshi	0	1
	Asian Chinese	0	0
	Asian Indian	2	0
	Asian Other (inc. Scottish)	2	1
	Asian Pakistani		
	Black African	1	1
	Black Caribbean	0	0
	Black Other	0	0
	Gypsy/Traveller	0	0
	Mixed Other	0	0
	Polish	3	2
	Unknown/No Return	108	188
	White British	46	50
	White English	29	29
	White Irish	3	1
	White Northern Irish	0	3
	White Other	6	3
White Scottish	302	252	
White Welsh	1	2	

Religion / Belief

Consistent with the previous mainstreaming report the highest number of teaching employees are in the Unknown category. Church of Scotland is the second highest followed by No religion or belief.

All Teaching Employees		2015	2016
Religion or Belief	Buddhist	9	5
	Catholic	154	130
	Church of Scotland	997	980
	Hindu	3	1
	Jewish	1	0

	Muslim	10	10
	No religion or belief	592	605
	Other (please detail)	48	51
	Other Christian	176	194
	Protestant	221	194
	Sikh	1	2
	Unknown	1683	2219

For non-teaching the biggest increase is in the Unknown category. The majority of all other categories have reduced slightly.

All Non-Teaching Employees		2015	2016
Religion or Belief	Buddhist	22	23
	Catholic	448	442
	Church of Scotland	4098	3741
	Hindu	6	8
	Jewish	4	4
	Muslim	43	36
	No religion or belief	2718	2701
	Other (please detail)	173	136
	Other Christian	579	575
	Protestant	668	595
	Sikh	2	2
	Unknown	5853	7140

Retention

The data was consistent with the overall proportion of teaching and non-teaching employees.

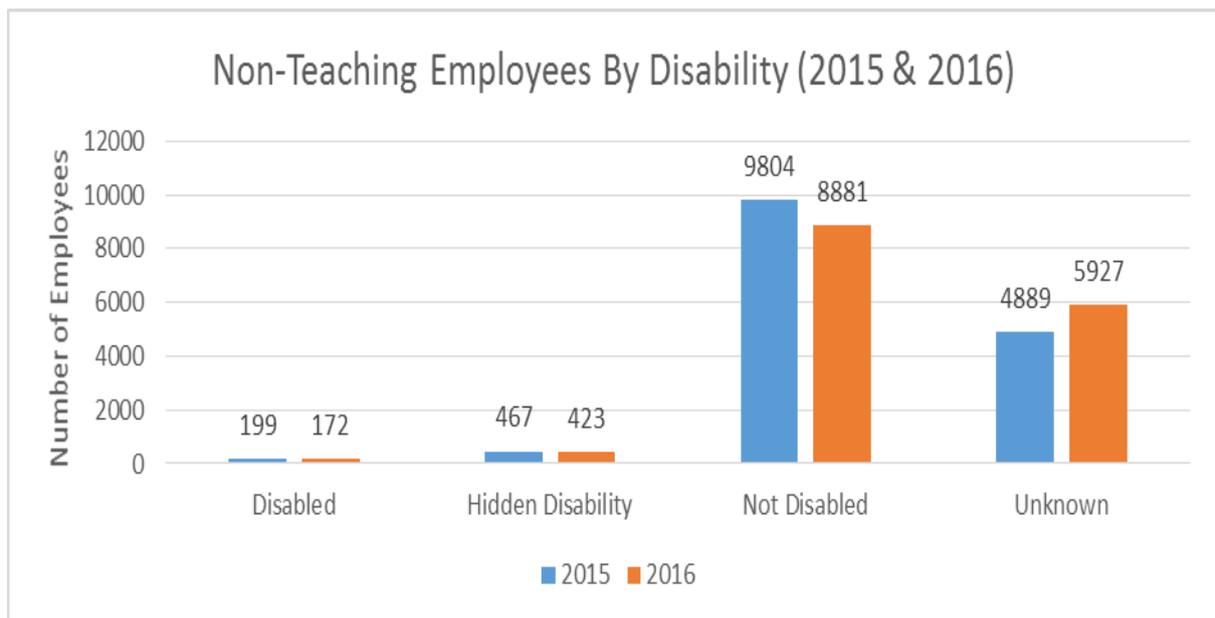
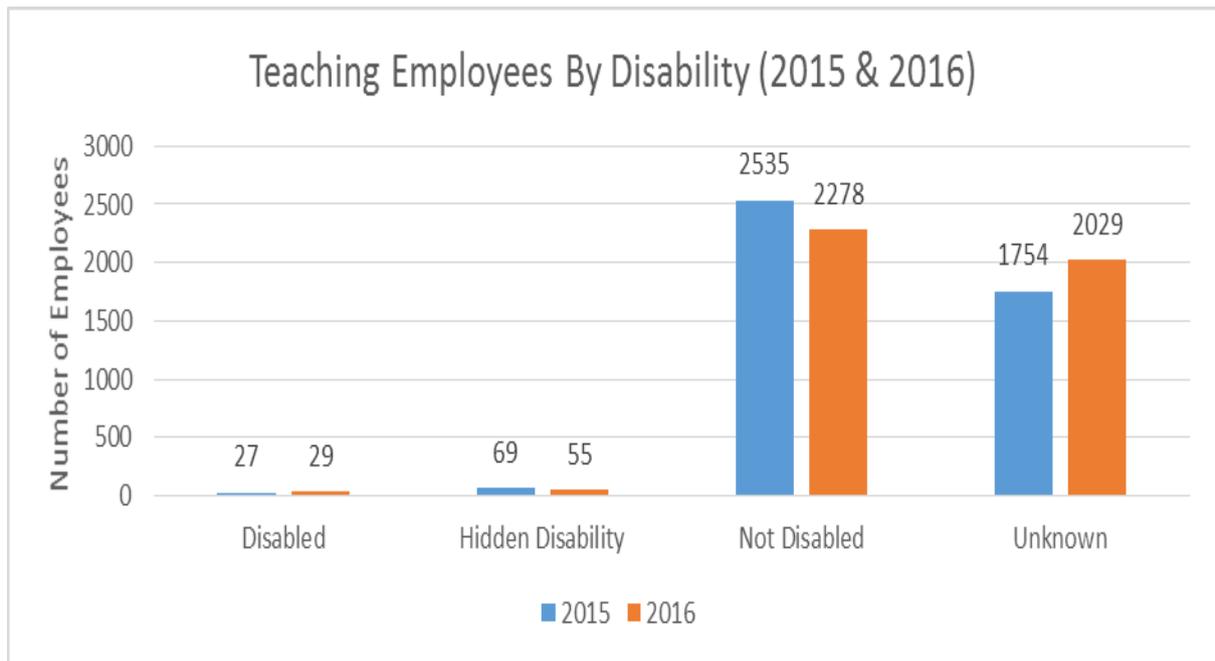
All Teaching Employees		2015	2016
Religion or Belief	Buddhist	0	1
	Catholic	9	9
	Church of Scotland	67	62
	Hindu	0	0

	Jewish	0	0
	Muslim	0	0
	No religion or belief	36	39
	Other (please detail)	2	2
	Other Christian	7	7
	Protestant	13	13
	Sikh	0	0
	Unknown	123	142

All Non-Teaching Employees		2015	2016
Religion or Belief	Buddhist	3	0
	Catholic	16	10
	Church of Scotland	176	135
	Hindu	1	0
	Jewish	0	0
	Muslim	2	2
	No religion or belief	95	88
	Other (please detail)	9	7
	Other Christian	25	24
	Protestant	21	29
	Sikh	0	0
	Unknown	210	241

Disability

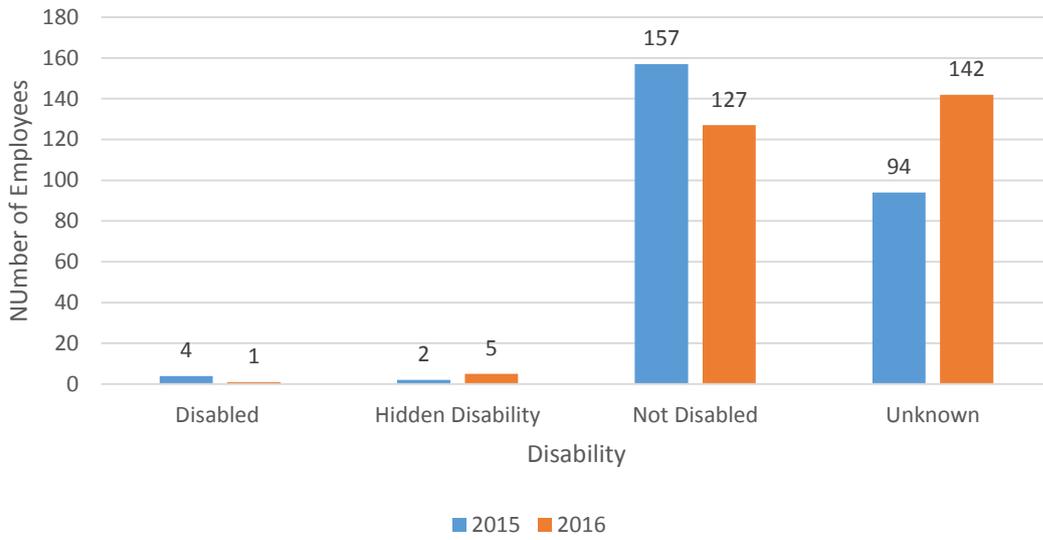
With regard to teaching employees the number identifying as Disabled or Hidden Disability has not changed significantly. The number of employees in the Unknown category has increased slightly and the number of employees identifying as Not Disabled has fallen by a similar number. This trend is the same for non-teaching employees. Overall, the data for both teaching and non-teaching employees is consistent with the previous mainstreaming report with no significant differences.



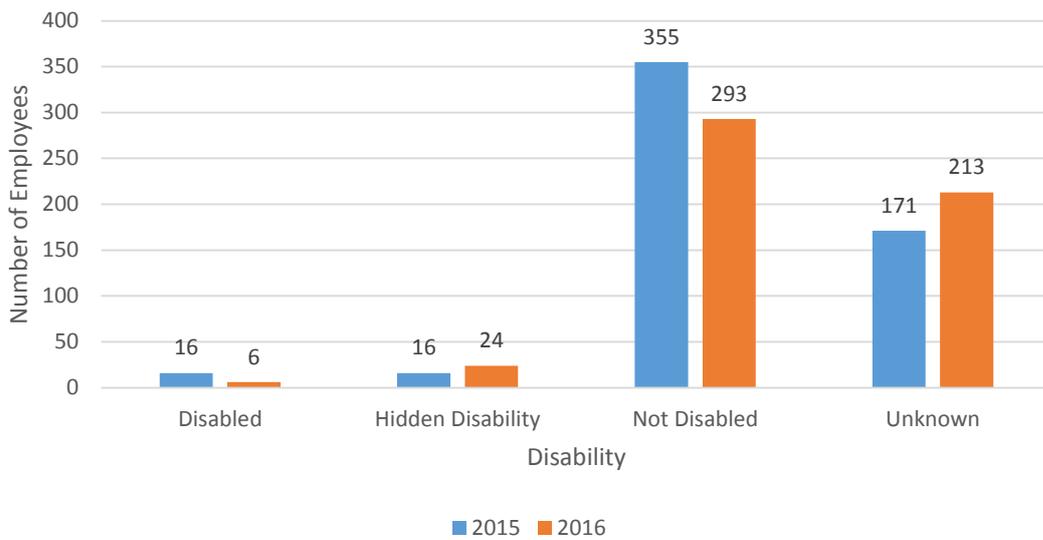
Retention

Overall the leaver's data for teaching and non-teaching staff members reflected an increase in the numbers reporting as unknown over the reporting period, with a corresponding decrease in those reporting as not disabled.

Teaching Leavers by Disability (2015 & 2016)

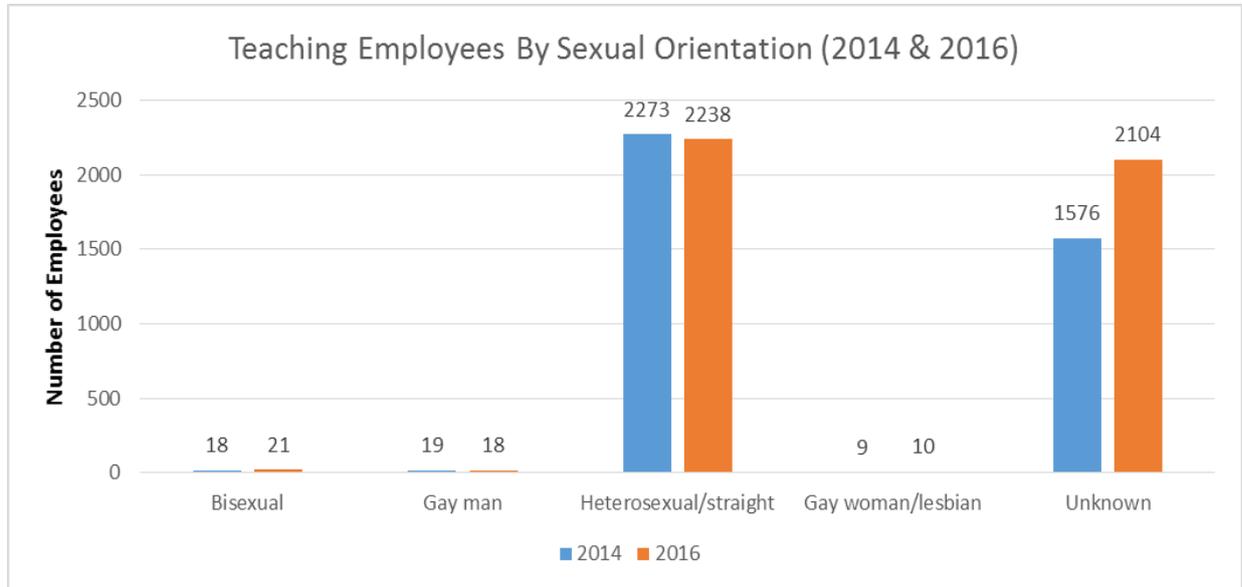


Non-Teaching Leavers by Disability (2015 & 2016)

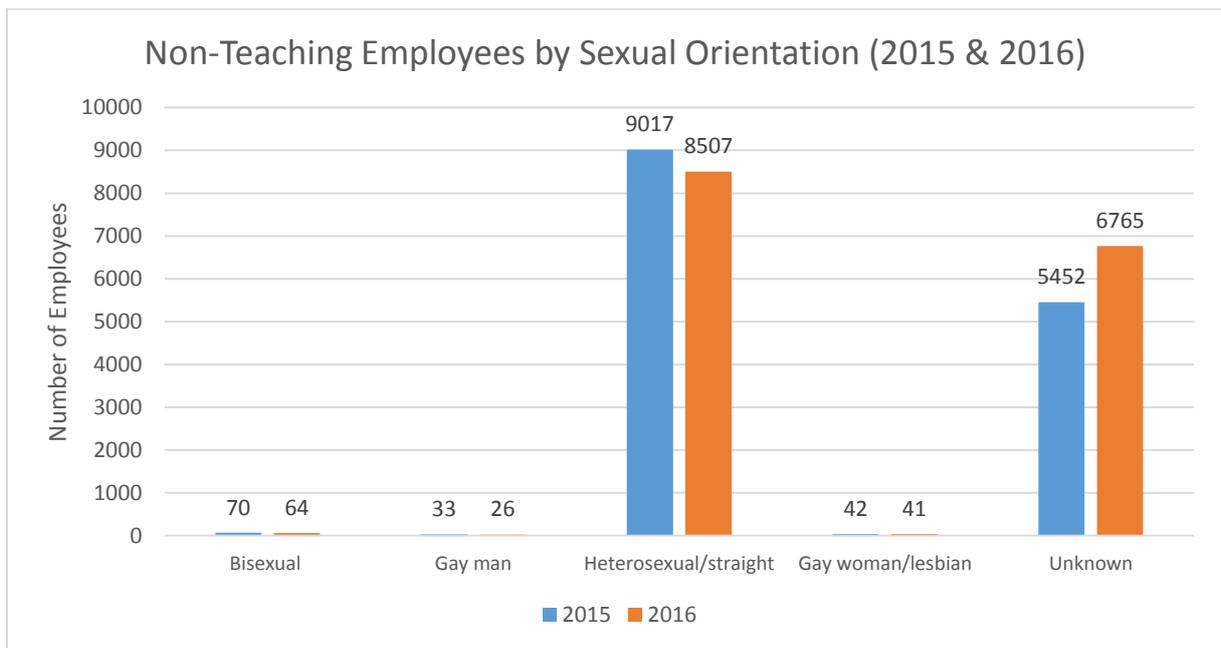


Sexual Orientation

The highest number of teaching employees identified as Heterosexual, with an increase in the number Unknown. This is consistent with previous mainstreaming reports. The number of teaching employees identifying as Bisexual, Gay Man or Gay Woman/Lesbian has remained consistent.



As with teaching employees, non-teaching employees predominately identify themselves as Heterosexual and the number Unknown has increased. Consistent with the previous mainstreaming report the number of employees identifying as Bisexual is around twice as many as employees identifying as Gay Man or Gay Woman/Lesbian.



Gender Identity

We currently only have this information for all applicants and we do not have other data in relation to this characteristic at this time.

Pregnancy/Maternity and Marriage/Civil Partnership

Unfortunately we are unable to gather data on these characteristics for recruitment, retention and development.

Appendix 3: Equal Pay Policy Statement, Occupational Segregation & Gender Pay Gap

1. Equal Pay Statement

This is the Equal Pay statement in relation to all employees including teaching staff (Education Authority).

Aberdeenshire Council is committed to the principle of equal pay for all its employees in compliance with the Equality Act 2010. Section 149 of the 2010 Act places an obligation on all public sector employers to have due regard to the need to eliminate unlawful discrimination, harassment, and victimisation, and promote equality of opportunity.

The council aims to eliminate any bias in its pay structures, systems and conditions of service, regardless of age, disability, ethnicity or race, gender, marital or civil partnership status, pregnancy, political beliefs, religion or sex. It is recognised that avoiding unfair discrimination will improve morale and retention of its workforce, improve efficiency, and contribute to ensuring that it is an employer of choice.

It is important that the council has fair, equitable and transparent pay structures, systems, and conditions of Service, and that employees have confidence that bias will be eliminated if it exists. To this end, the council will ensure that adequate resources are in place to meet its equal pay objectives, work in partnership with recognised trade unions to eliminate unfair or unlawful practices that impact on pay, and take appropriate remedial action.

Aberdeenshire Council applies a nationally agreed job evaluation scheme enabling a fair and transparent grading system across the authority.

Our objectives are to:

- Eliminate any unfair, unjust or unlawful practices that impact on pay
- Take prompt remedial action to address any inequality
- Regularly monitor pay consistency across the council
- Monitor and review the application of relevant policies and procedures

In particular, the council will:

- Monitor pay statistics internally and externally and publish employment information as it relates to pay and gender pay gap information including occupational segregation
 - Undertake an equal pay review for all employee groups every two years
-

- Plan and implement required actions in partnership with trade unions
- Provide training and guidance for those involved in determining pay
- Inform employees of the method of determining pay levels and calculating payments

2. Occupational segregation

There are two types of occupational segregation – horizontal and vertical. Horizontal segregation refers to the clustering of men and women into particular types of occupation, e.g. more women working as care workers than men. Vertical segregation refers to the clustering of men and women into different levels of work e.g. more men working as senior managers and more women working in lower graded posts. Chart 1 illustrates the proportion of females and males in specific occupational groups.

2.1 Occupational groups referred to in Chart 1 encompass the following posts:

Teachers including educational psychologists

This covers permanent and supply teaching employees, educational psychologists, quality improvement officers and any school based teaching associations, for example, music instructors, probationary teachers, and visiting specialists.

Clerical & administrative type duties

This covers clerical and administrative employees up to, but not including, service managers. Typical post titles are finance assistants, assistant housing officers, receptionists, administration assistants and officers, customer services, registrars, library assistants, personal assistants and secretaries.

Care employees

This covers home carers and other front-line employees in social work, leisure, community, and school support services such as family support workers, coaching assistants, children's escorts, nursery nurses, sheltered housing staff, pupil support assistants, school crossing patrollers and community learning session workers.

Catering employees

This covers our front-line catering employees and line management but not administrative support. This covers post title such as catering assistants, reliefs, cooks and unit supervisors.

Cleaning employees

_This covers our front-line cleaning employees and line management but not administrative support. This covers post titles such as cleaner, reliefs, public convenience attendants, mobile operatives and site supervisors.

Managers

This covers all of the senior managers including the chief executive, directors, area managers, heads of service, project managers, social work managers, and support service managers.

Professional & technician posts

This covers a range of fully qualified employees and those on professional or technical career development schemes, including planners, engineers, HR, economic development technicians, health & safety officers, librarians, solicitors, accountants, social workers, waste officers, housing officers, coaches, instructors, trainers, community learning, senior practitioners, and team leaders of professionals.

Operational, craft, and physical type duties

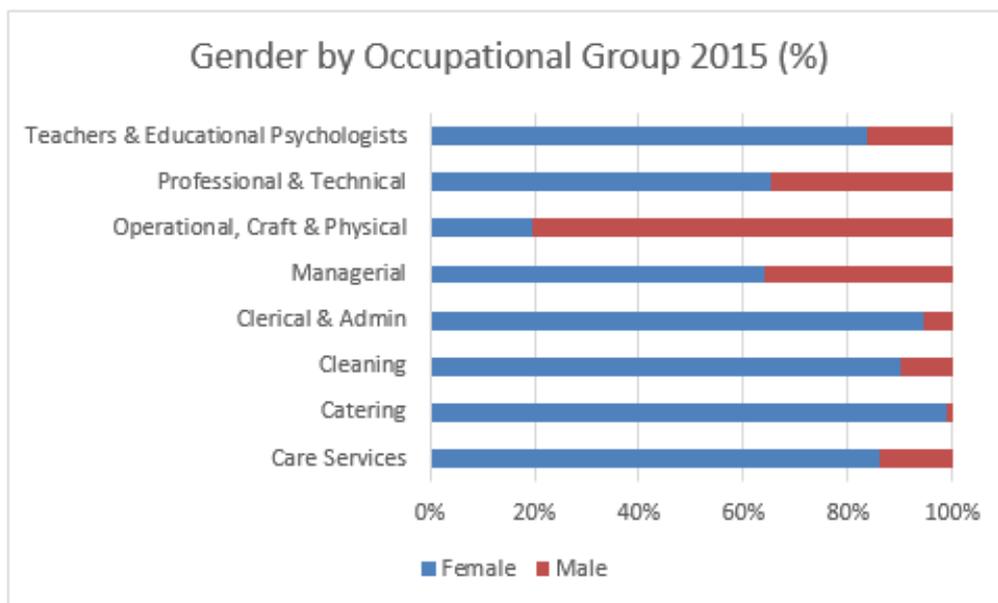
This covers a wide range of crafts, physical work, and technical subjects where the career development is not specifically into professional levels.

This covers post titles such as mechanics, time-served people, school caretakers, janitors, road workers, landscape workers, refuse collectors, dog wardens, drivers, building maintenance staff, roads and property inspectors.

2.2 Charts

The following charts are presented in addition to Table 1 which has more detailed information suitable for in-depth consideration.

Chart 1 - Gender by occupational group 2015



The above chart illustrates the proportion of females and males in specific occupational groups in 2015.

Operational, craft & physical groups had the highest proportion of males, with approximately a 20% decrease in female staff since 2014. Although traditionally this group is male-biased, we may see significant changes related to the challenges within the oil and gas industry and large-scale geographical roads developments impacting on recruitment in Aberdeenshire.

Care services, catering, cleaning, and clerical & admin groups had the highest proportion of females; these groups are significantly female-biased and monitoring of general trends continues to take place. In comparison with 2014, care services have seen an increase in male employees by approximately 10%.

The proportion of female and male employees in catering, cleaning, clerical & admin, professional & technical, teachers and educational psychologist remained consistent between 2014 and 2015.

Managerial and professional & technical groups were the closest to equal proportion of female – male employees with an increase of females in managerial posts by approximately 20% since 2014.

In certain areas the council's workforce displays elements of occupational segregation as shown in the chart above. Various recruitment initiatives have been introduced to counter this, however taking into consideration the aging workforce profile within the council, addressing occupational segregation must be seen as a longer term objective.

Supporting women in IT

Women are decidedly under-represented in IT all around the country, with only 17% of posts filled by females. Despite a healthier 25% ratio at Aberdeenshire Council, ICT's Head of Service, Nicola Graham, is keen to support the women here and promote IT as a career for the younger generation. In May 2016, a working lunch was organised for the council's female IT staff to delve into the challenges of working in a male-dominated industry and explore opportunities for reaching out to other women with an interest in technology. Nicola said: "It was the first time we've gathered together like this and it resulted in some very positive discussions. We looked at potential training and mentoring for our staff, as well as plans for a more representative gender balance in the future."



Chart 2 - Gender by pay scale 2015

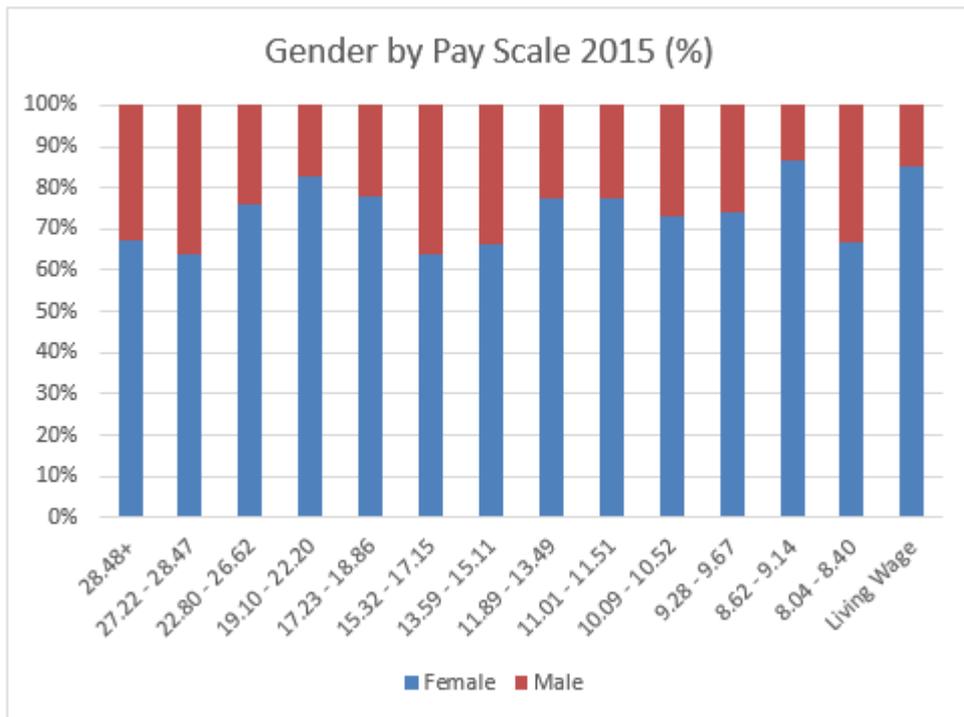


Chart 2 illustrates the gender split in 2015 in relation to pay, including teachers' pay. Hourly rates contained within the chart relate to rates for salary grades within the local government pay structure. The Living Wage rate in 2015 was £7.85 per hour.

The chart highlights a significant increase since 2014 in female Living Wage recipients. This is as a result of the increased rates of Living Wage and the subsequent erosion of grades B and C.

The proportion between males and females in 2014-2015 remained consistent across majority of the grades with the biggest changes recorded in the highest grades: L, M, N & P.

In 2015, grade L had an increase in female employees of approximately 10%, grade M had a decrease in female employees of approximately 5%, whilst grades N & P saw increase of approximately 5% respectively.

Movements in senior managers' salaries are monitored to better understand the gender balance in recruitment into these positions.

All professions within Aberdeenshire Council may be subject to turnover and retention issues, including those specifically associated with local employment factors. Monitoring pay in these areas is undertaken to ensure competitiveness and equality in recruitment. For example, over the last few years the local oil industry had a significant impact on the ability to attract and retain personnel in all categories. The recent downturn may have lessened this impact slightly, however there are still difficulties in recruiting to particular professions. The benefits of working for the council such as flexible working and the pension scheme are promoted.

Aberdeenshire Council has been co-ordinating and consolidating services into larger units, streamlining management posts, and creating more effective and efficient administrative and supportive provision. This includes the single service of Education and Children's Services. This means that support staff and centrally-based staff cannot be satisfactorily split into education or other local authority functions. The Equality and Human Rights Commission guidance states a requirement to separate Education from other local authority employee information. To support EHRC requirements and produce usable and auditable records, we have produced the information relating to teaching employees separate from all other employees.

Table 1 Distribution of earnings by occupational group

	Care Services		Catering		Cleaning		Clerical & Admin		Managerial		Operational, Craft & Physical		Professional & Technical		Teachers & Educational Psychologists	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Living Wage	1.9%	1.2%	68.8%	0.10%	87.5%	9.2%					6.8%	9.0%	0.1%			
8.04 - 8.40	12.9%	5.7%	6.1%		1.2%	0.5%					10.5%	9.5%				
8.62 - 9.14	21.2%	0.3%	0.0%		0.9%	0.2%	46.3%	1.5%			0.5%	15.8%	2.4%	0.4%		
9.28 - 9.67	18.7%	1.1%	8.4%	0.50%	0.0%		8.7%	0.7%			1.1%	20.1%	3.1%	2.1%		
10.09 - 10.52	2.0%	0.4%	15.3%	0.50%	0.0%		23.7%	1.1%			0.1%	12.8%	2.8%	0.6%		
11.01 - 11.51	13.3%	3.6%	0.4%		0.5%		8.4%	1.1%	1.0%		1.4%	7.8%	3.3%			
11.89 - 13.49	11.5%	0.6%					3.6%	0.2%			0.2%	8.9%	7.3%	3.6%	4.0%	0.7%
13.59 - 15.11	3.5%	0.7%			0.1%		2.9%	0.4%			0.3%	2.6%	5.4%	4.3%	0.1%	0.1%
15.32 - 17.15	0.5%	0.3%					0.7%	0.3%		1.0%		0.4%	6.0%	5.4%	5.2%	1.6%
17.23 - 18.86	0.4%	0.3%							20.4%	1.9%	0.1%	0.1%	19.5%	6.0%	2.3%	0.4%
19.10 - 22.20							0.1%		24.9%	7.4%			9.8%	8.4%	57.0%	8.5%
22.80 - 26.62									5.2%	7.1%			0.7%	0.8%	7.0%	1.6%
27.22 - 28.47									9.7%	11.3%					3.6%	1.6%
28.48+									2.9%	7.1%					4.5%	1.8%
Grand Total	85.9%	14.1%	98.9%	1.1%	90.1%	9.9%	94.4%	5.5%	64.1%	35.9%	19.5%	80.5%	64.8%	35.0%	83.8%	16.2%

Table 1 illustrates distribution of earnings in a professional segregation.

Hourly rates contained within the first column (left) relate to rates for salary grades within the Local Government pay structure. The Living Wage rate in 2015 was £7.85 per hour.

3. Gender pay gap analysis

The data referred to in this paragraph is based on incumbencies or posts held by each employee. Some employees may have multiple incumbencies, for example a pupil support assistant may also hold posts for a children's escort and a relief nursery nurse. During the report incumbencies are referred to as 'employee data' or employees.

The following information provides the policy, approach and detail of the pay gap calculations.

Premise of calculation for mean pay gap

We have used the basic (excluding overtime) hourly rate of pay for each employee. We then calculated the average hourly rate of pay for male employees, and separately for female employees.

We worked out the mean average for each gender by adding together all of the individual hourly rates of pay, and then dividing this by the total number of employees.

The calculation we used is set out below:

$$(A/B) \times 100 = \text{TOTAL}$$

$$100 - \text{TOTAL} = \text{PAY GAP}$$

A = female average hourly rate

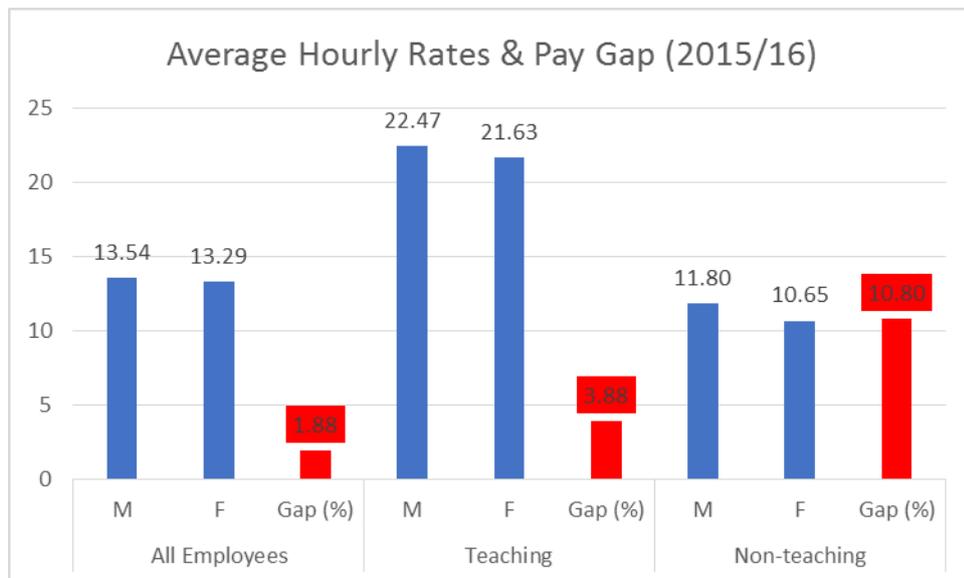
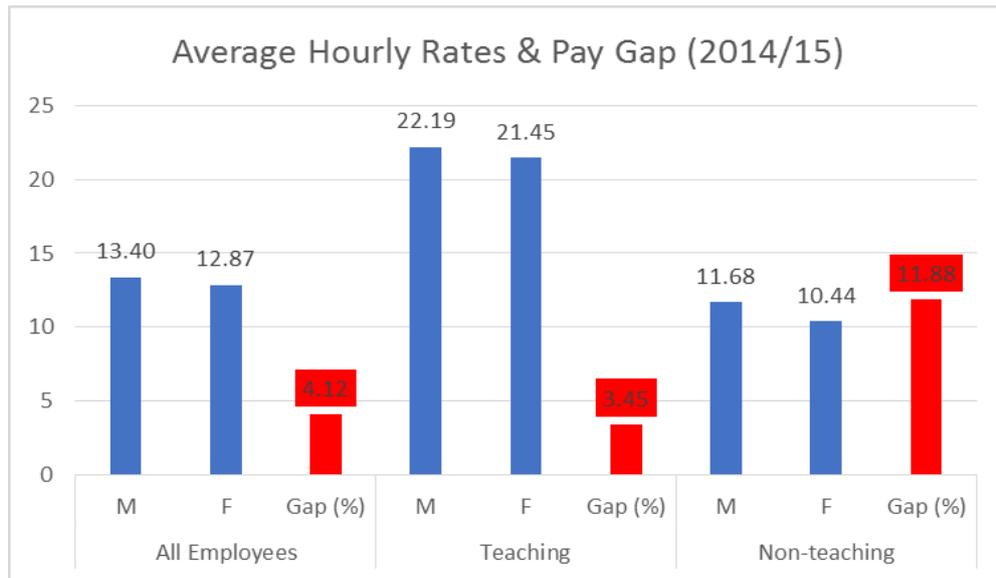
B = male average hourly rate

Chart details – average hourly rate

The information in the following table and charts show the average hourly rate for all employees, teachers only and non-teaching employees respectively. The figure at the side of each column representing females is the percentage pay gap for each category. The charts show the 2 financial years 2014/15 and 2015/16.

For all employees the pay gap between males and females fell from 4.12% in 2014/15 to 1.88% in 2015/16. During the period the gender pay gap has increased for teaching from 3.45% in 2014/15 to 3.88% in 2015/16. For non-teaching employees the gender pay gap has decreased from 11.88% in 2014/15 to 10.80% in 2015/16. The increase in the living wage and addition of the annual pay award to this will have affected the gender pay gap for non-teaching employees.

Average Hourly Rates									
	All Employees			Teaching			Non-teaching		
	M	F	Gap (%)	M	F	Gap (%)	M	F	Gap (%)
2014/15	13.40	12.87	4.12	22.19	21.45	3.45	11.68	10.44	11.88
2015/16	13.54	13.29	1.88	22.47	21.63	3.88	11.80	10.65	10.80



Premise of calculation for median pay gap

The median hourly rate is the hourly rate which splits the top 50% of the staff cohort (e.g. non-teaching females) from the bottom 50% when arranged from highest rate to lowest. For example the median hourly rate of the following five example values is £12.00 because it is right in the middle of the value order:

£29.75

£21.50

£12.00

£11.25

£10.75

To show the distinction, the Mean (the common understanding of 'average') hourly rate for the same group of figures would be £17.05:

$$(29.75 + 21.50 + 12.00 + 11.25 + 10.75) / 5 = \mathbf{£17.05}$$

The calculation we used is set out below:

$$(A/B) \times 100 = \text{TOTAL}$$

$$100 - \text{TOTAL} = \text{PAY GAP}$$

A = female median hourly rate

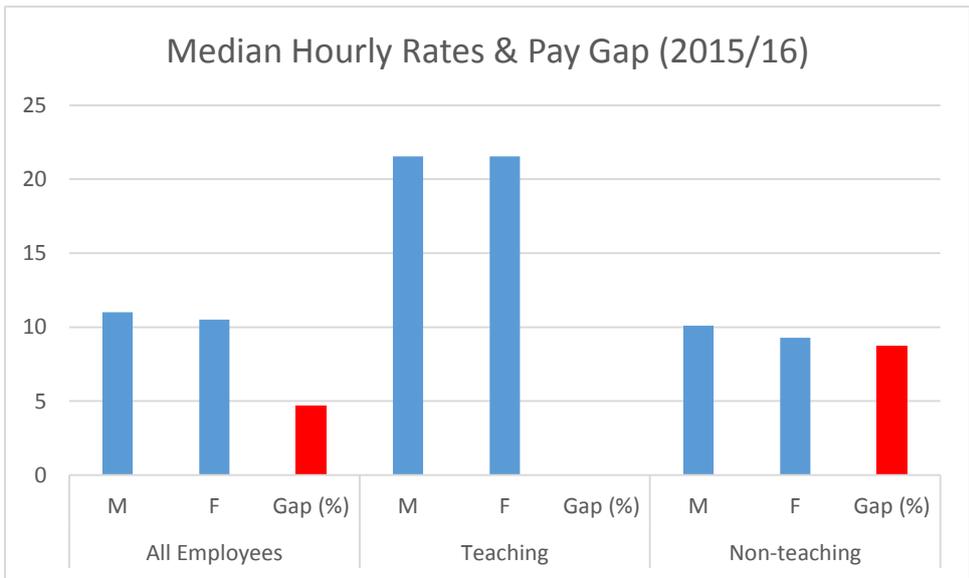
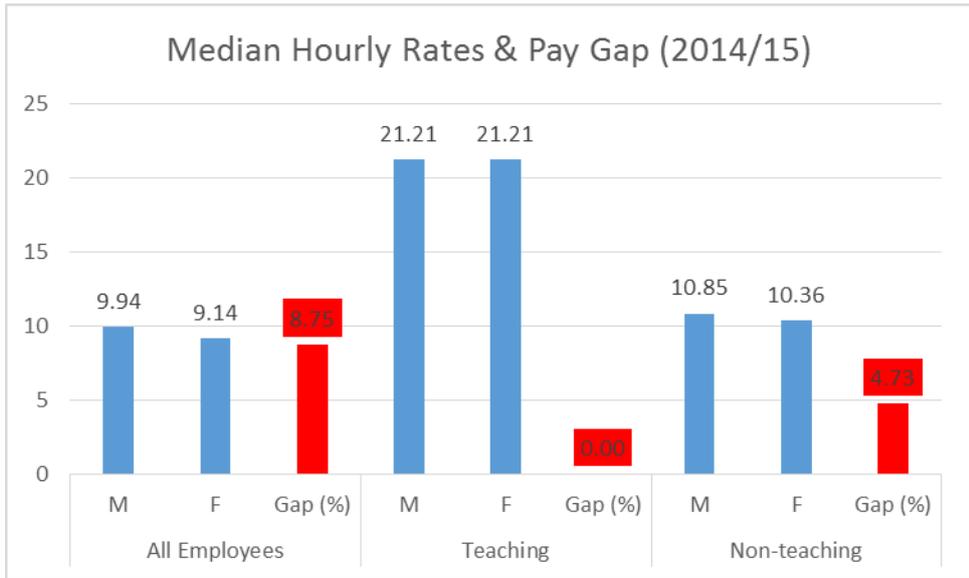
B = male median hourly rate

Chart details – median

The table and charts that follow show the median hourly rates for all employees, teaching employees and non-teaching employees to show the gender pay gap.

The overall gender pay gap using this method is shown as decreasing from 8.75% in 2014/15 to 4.66% in 2015/16. The gender pay gap for teachers remains static at 0%, this is due to the fact that the majority of employees of both gender are on the top SCP for class teachers.

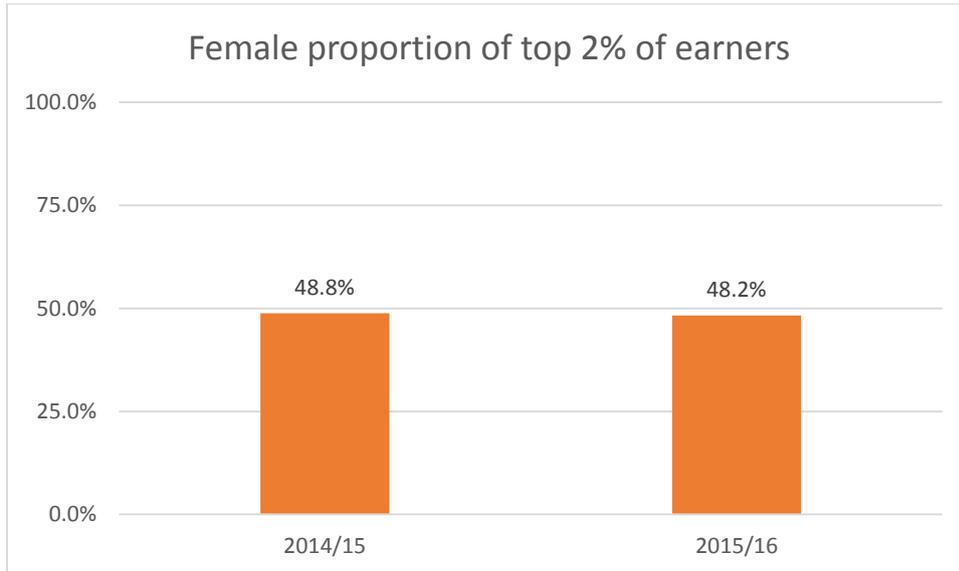
	Median Hourly Rates								
	All Employees			Teaching			Non-teaching		
	M	F	Gap (%)	M	F	Gap (%)	M	F	Gap (%)
2014/15	9.94	9.14	8.75	21.21	21.21	0.00	10.85	10.36	4.73
2015/16	11.01	10.52	4.66	21.53	21.53	0.00	10.09	9.28	8.73



Female proportion of top 2% of earners

The proportion of the top 2% of earners who are women has dropped slightly, from 48.8% in 2014/15 to 48.2% in 2015/16.

The 2nd percentile hourly rate, where all employees on or above the rate are included in the top 2%, fell on the top spinal column point of Grade M in both years, at £21.50 and £21.82/hour respectively. Due to the numbers on this SCP the effective sample was equivalent to the top 2.8% of earners in 2014/15 and the top 2.7% of earners in 2015/16.

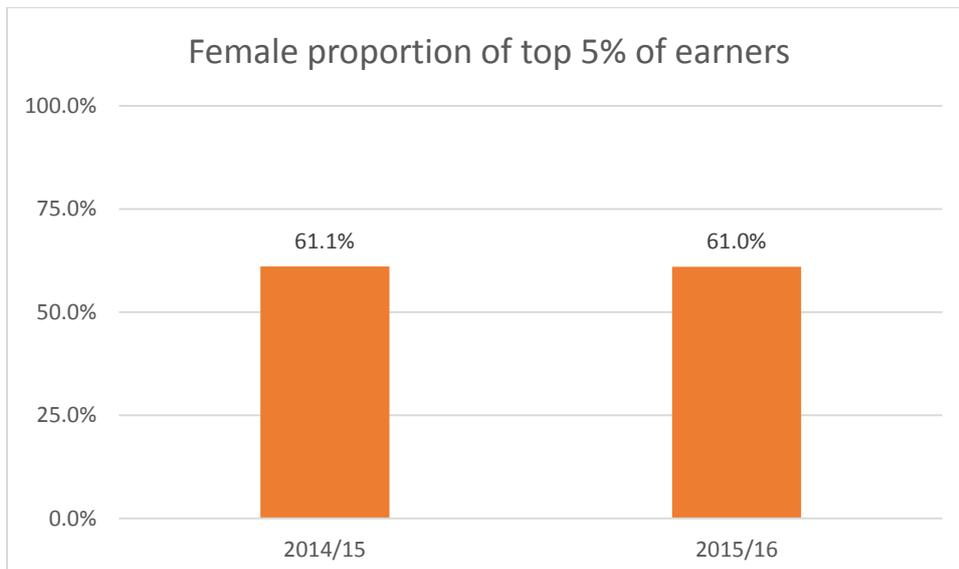


Female proportion of top 5% of earners

The proportion of the top 5% of earners who are women has dropped only very slightly, from 61.1% in 2014/15 to 61.0% in 2015/16. This indicator is reported nationally to the Improvement Service, who collate returns and publish an overview including national council rankings each year.

The 2015/16 returns have yet to be published; however, our 2014/15 figure of 61.1% placed Aberdeenshire Council first in Scotland, with the second placed council at 59.4%.

The 5th percentile hourly rate, where all employees on or above the rate are included in the top 5%, fell on the top SCP of Grade K in both years, at £17.73 and £18.00/hour respectively. Due to the numbers on this SCP the effective sample was equivalent to the top 9.0% of earners in 2014/15 and the top 8.5% of earners in 2015/16.



4. Caring Responsibilities

Aberdeenshire Council have well-established work life balance and family friendly initiatives which support and encourage both females and males in the workplace, including the following:

- Flexible working hours
- Reduction of hours / job share
- Term time working
- Compressed hours
- Career breaks
- Child care vouchers
- Special leave to cover emergencies
- Statutory provisions relating to maternity and paternity leave, including shared parental leave

The above provisions are kept under review to ensure that they remain effective and meet the council's legal and employees' requirements.

5. Living Wage

The council has applied the National Living Wage rate, as set by the Living Wage Foundation, as the minimum pay rate since its introduction in 2011. Further, in April 2015 it was agreed that the national pay awards would be applied on top of the Living Wage to become the Scottish Local Government Living Wage (SLGLW) with the current rate of pay of £8.33 per hour. Currently, the highest percentage of Living Wage recipients in Aberdeenshire Council are females.

6. Future Actions

The council will continue to encourage males and females to apply for non-traditional roles through various recruitment programmes.

The council has been seeking to recruit more males into traditionally female roles such as home carers, primary school teachers and clerical & administrative posts, and more females into areas such as craft work, landscape, and waste environments, as well as traditionally male roles such as LGV drivers and technical professions.

The council will take positive action in employee development, retaining the current consistent proportion of male and female employees attending training.

We will consult and plan actions in consultation with employees and trade unions.

Appendix 4: Case Studies

Case Study 1 - Aberdeenshire's Syrian new Scots

In September 2015, councillors voted in favour of resettling up to 50 Syrian families in Aberdeenshire. The decision was part of a national outpouring in response to disturbing images of a child's body washed up on a Turkish beach believed to be Alan Kurdi a Kurdish Syrian from Kobani. Alan and his family were fleeing war in Syrian and were attempting to join family members for a safe future in Europe and North America. Shortly after, David Cameron announced that the UK would grant safe passage to 20,000 Syrian refugees from camps and settlements bordering Syria. The Scottish Government responded with a commitment to welcoming at least 2,000 refugees to Scotland.

The Syrian Vulnerable Person's Relocation (VPR) Scheme was re-launched by the Home Office in October 2015 and dictates the criteria for resettlement. Priority is given to vulnerable women and children, individuals with serious medical conditions and/or disabilities and victims of war or torture.

Our first Aberdeenshire Syrian new Scots began arriving to a snow covered Aberdeenshire in February 2016, from camps and settlements in Jordan, Lebanon, Turkey and Iraq. They knew little about their new country other than being told "it's close to Iceland, cold, dark and dangerous at night". On the contrary the Scotland that welcomed them was filled with a warmth, lightness and kindness they claim never to have experienced throughout their lives. Families were embraced at Aberdeen Airport and taken to their new homes – a place of safety for the first time in years for many. The weeks that followed were hard, emotional, complex, legal, joyous, tearful and full of learning for all. Refugee resettlement is a new concept in the north east of Scotland so we shared the newness and in trepidation of learning about benefits, language, culture and integration together.

In a few short months, our Syrian new Scots have overcome numerous barriers to begin rebuilding their lives in Scotland. They have five years of Humanitarian Protection which entitles them to work, learn and fully contribute to society. All are enthusiastic English language learners, our teenagers are model pupils and already some are progressing to college and employment. All without exception want to contribute to their new society in any way they can, through work, volunteering or community life. Community activities have included a cultural visit to Edinburgh, participation in the White Wood Peace Festival with Alex Salmond and sharing Syrian culinary delights through the Syrian Supper Club.

Many families live with the daily pain and fear of serious medical conditions but others can see their health improving after years of medical neglect, poverty and desperation. One of the biggest pains endured by all the families is the separation from family and friends. Almost all of the families have children dispersed in countries around the world including Germany, Sweden, North America, UAE and Bulgaria. This is the sort of pain we can't alleviate but we can enable them to explore Family Reunion and UK Travel Permits that may allow them one day to hold their child again.

Our Aberdeenshire Syrian new Scots' families are trailblazers. They are the first refugees in the north east of Scotland and their legacy and impact will never be forgotten. Already, they are planning for the next Syrian families arriving in the autumn and are building capacities and skills within their community to help and support their next arrivals. They have, without doubt, enriched the lives of the wide range of housing, health, education, police and third sector practitioners who they've met over the last three months. The work has been exhausting, demanding and challenging but also rich and rewarding in ways that many of us have never previously experienced. Our worlds and cultures have begun to merge creating new Syrian and Scots traditions and nuances. Understanding each other comes in waves of Arabic and English, sometimes connections and bonds can be close and unspoken and at other times the gulf widens as we try to understand each other's behaviours and words.

We all agree that our shared humanity defines us all much more than ethnicity, faith or refugee status.

Case Study 2 - World Autism Awareness Week

Last year, Autism-friendly Aberdeenshire was launched to tie in with World Autism Awareness Week (2-8 April 2016). This provided an opportunity to challenge public perceptions of autism, whilst raising awareness of this exciting new initiative. This year, Aberdeenshire Council is working in partnership with NAS in the launch of their biggest ever public awareness campaign – 'Too Much Information' – to coincide with World Autism Awareness Week. The campaign aims to help transform public understanding of autism in our area. Online adverts have been developed to target audiences not commonly engaged with autism issues and virtual reality experiences have been arranged in Aberdeenshire over three days to enable members of the public to understand the sensory experience of a child with autism on a trip through a shopping centre.



As part of this campaign, Aberdeenshire Council will work with NAS to understand which of its buildings and facilities – such as libraries, leisure centres and town halls – should secure the Access Award. It is hoped that six publicly-run facilities go through the Award process during the lifespan of the Autism-friendly Aberdeenshire project. The council will also work with NAS to develop an online directory of autism-friendly facilities in the region.

Case Study 3 - Developing the Future Workforce

As part of our work to support local young people with employability skills development and training, Aberdeenshire Council currently employs 50 apprentices in a range of areas including care, ICT and administration, building trades, mechanics, landscape services, leisure, and catering.

In 2016 Rebecca Taylor, an apprentice mechanic, won the council's Apprentice of the Year Award and in 2017 the award went to Chloe Keith, an apprentice care assistant. Since winning the award and completing her apprenticeship in August 2016, Rebecca has successfully been appointed to a permanent role as a mechanic at Inverurie depot.

She said: "The difference with an apprenticeship and other training is the practical hands on experience you gain. Getting a degree at the same time as learning the trade helped me to get a permanent job as a mechanic as soon as I qualified."

Craig Christie, Workshop Supervisor and Rebecca's line manager, said: "During her apprenticeship Rebecca was always keen to learn and worked hard. It was a huge benefit to me and my team, especially when I had a vacancy for a mechanic. Rebecca was by then a fully qualified mechanic, experienced in our vehicles and it's great she was able to take up the permanent role."

Chloe said: "Personally for me, it has been the best thing I have done career-wise as it has got me onto a path which is suited to me and I have been given loads of support and guidance throughout."

Over the next 12 months, Human Resources and Organisational Development will be working with all services across the council to identify and create many more apprenticeship opportunities. This not only enables us to develop our future workforce, but also supports our objective of leading the way in creating high quality training and job opportunities for the young people of Aberdeenshire.



Case Study 4 - New Build Programme

Good partnership working continues between the Housing Service, Architects and Occupational Therapists, to provide suitable accommodation throughout Aberdeenshire for people with particular needs.

Approximately 130 flats and houses are programmed to be built in Phase 6 of Aberdeenshire Council's New Build programme, to be completed by March 2018 and approximately 15% of these will have specific adaptations carried out.

These adaptations can be anything from fitting an adjustable height hob and sink to allow it to be lowered for someone who is confined to a wheelchair and raised again for an able bodied person to use. The ceilings may be strengthened so that a ceiling track hoist can be fitted and a level access shower room may be installed – all depending on the need identified for that particular person.

Any adaptations are initially identified by the Occupational Therapist and the Architect will incorporate these into the drawings.

Most of the ground floor flats that are being built, although not fully wheelchair accessible, are suitable for people with mobility problems.

