

Aberdeenshire's Equalities

Mainstreaming Report and Equality Outcomes



Equalities – it runs through everything we do

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1. Introduction

Aberdeenshire Council recognises that equality is fundamental to achieve its vision to become the best area and council. We have a strong commitment to equality for all and recognise that equality is a continuing journey. We will build on previous work on Equality and Diversity. The aim is to promote a fairer, inclusive Aberdeenshire where everyone can feel part of the community and ensure that equality of opportunity is always an important consideration in everything we do.

2. Mainstreaming Equalities into Aberdeenshire

Consider the following analogy: if Aberdeenshire Council is a stick of rock, Equalities must run through the length of the rock. In other words equalities are a key component of our work and not an afterthought. This statement also refers to the work of the Aberdeenshire Education Authority and the three Aberdeenshire Licensing Boards.

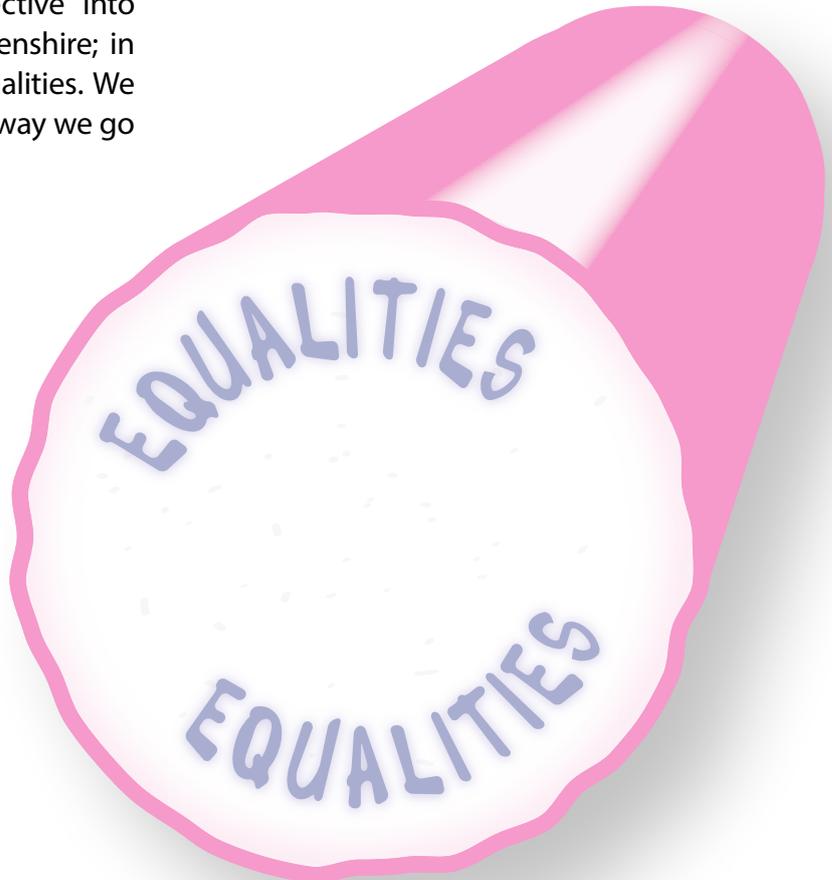
We are building an equalities perspective into every part of our work here at Aberdeenshire; in other words, we are mainstreaming equalities. We are taking equalities into account in the way we go about our business when acting as:

- ... An Employer
- ... A Policy Maker
- ... A Service Provider
- ... A Procurer of Services
- ... A Decision Maker
- ... An Education Authority
- ... A Licensing Board

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

We are committed to integrating equalities into our business, using tools such as Equality Impact Assessment (EIA), and by ensuring that equalities features explicitly and proportionately in business planning, committee or other decision-making, and reports and through all other policy development and review mechanisms.



Aberdeenshire's Equality Outcomes 2013-2017

We have developed six Equality Outcomes which are outlined below.

We have specified which protected characteristic each outcome applies to, and which aspect of our duty it will help us to meet:

1. **Eliminate discrimination, harassment and victimisation;**
2. **Advance equality of opportunity; and**
3. **Foster good relations.**

We also give examples of the actions we will take in order to progress towards our outcomes and the evidence which led us to set the 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.**
2. **Members of the public are able to access our services with ease and confidence.**
3. **Aberdeenshire Council is an inclusive workplace where employees are respected and have an equal opportunity to achieve their full potential.**
4. **Communities and business understand, welcome and respect diversity.**
5. **Everyone enjoys equal access to education, training and employment.**
6. **Access to life opportunities is enhanced by reducing barriers.**

For further details of Aberdeenshire Equality Outcomes, please refer to [Appendix 1](#).

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 which must be complied with. 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.
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:

1. Age
2. Disability
3. Gender reassignment
4. Pregnancy and maternity
5. Race – this includes ethnic or national origin, colour and nationality. This also includes Gypsy/Travellers.
6. Religion or belief – this includes a lack of belief.
7. Sex (gender)
8. Sexual orientation



9. Marriage and civil partnership (but only in respect of the duty to consciously consider the need to eliminate discrimination, harassment, victimisation and other conduct prohibited by The Equality Act 2010).

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

The Scottish Government has 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 mainstreaming the equality duty by 30th April 2013.
- ... 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.
- ... Consider award criteria and conditions in relation to public procurement.

This is the first Mainstreaming Report which incorporates the Equality Outcomes for Aberdeenshire Council, the Aberdeenshire Education Authority and Aberdeenshire North, Central and South Licensing Boards.

Further information on our Equality Outcomes can be found at [Appendix 1 - Aberdeenshire's Equality Outcomes](#).

We are required to publish the following information:

- ... A fresh Mainstreaming Report no later than 30 April 2015 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 2015.

- ... Fresh Equality Outcomes no later than 30 April 2017.

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.
- ... Ensure our equality outcomes have a positive impact.

4. Overview of Aberdeenshire in the context of Equalities

- ... On Census day in 2011, Aberdeenshire's population was 253,000, an increase of 9.1% over the 2001 figure, which was the highest rate of increase among Scottish local authorities.
- ... Since 2001 Aberdeenshire's population aged under 15 decreased by 0.3%, its population aged 15-64 increased by 11.9% and its population aged 65 and over increased by 25.7%. By contrast, in Aberdeen City, the under 15 population decreased by 7.2%, its population aged 15-64 increased by 9.1% and its population aged 65 and over decreased by 1.2%.
- ... Between 2001 and 2011 all councils experienced growth in the population aged 80 and over. In Aberdeenshire this amounted to an increase of 30% over the 2001 figure, the fourth highest growth rate amongst local authorities.
- ... Aberdeenshire is a large, mainly rural area in the North East of Scotland. Over the last 30 years the population of Aberdeenshire has increased



by more than 50% to 247,600. Aberdeenshire's population represents 4.7% of Scotland's total. Its size and spread of population makes the delivery of some public services difficult and can disadvantage people without easy access to transport or the internet.

- ... In the past Aberdeenshire's economy mainly depended upon agriculture, fishing and forestry. However over the last 40 years the development of the oil industry has broadened Aberdeenshire's economic base, which has contributed to the significant population growth of over 50% since 1975. As a result there has been a great demand for houses, schools and industrial land in the area surrounding Aberdeen.
- ... Aberdeenshire has the lowest unemployment rate in Scotland at 1.3%, compared with the Scottish average of 4.2%. It also has the lowest benefit claimant count of the 32 Scottish local authorities. Just 2,139 people claimed unemployment benefits in Aberdeenshire in 2012. This is largely due to the area being cushioned by the oil industry during the national economic downturn.
- ... There has been a rapid increase in migration from Eastern Europe, particularly to the northern half of Aberdeenshire with many people choosing to settle in Peterhead and Fraserburgh. This has significantly changed the ethnic minority population of Aberdeenshire which has resulted in a rise in the number of bilingual learners in Aberdeenshire's schools. There is also an increase in the level of demand for English language lessons for adults through Community Learning and Development.
- ... The 2001-02 Scottish Household Survey estimated that just under one in five adults in Scotland had a disability and/or long-term illness (Scottish Executive, 2004). On this basis, it could be assumed (based on our estimated population figures) that there are about 49,500 adults and children affected by disability in Aberdeenshire.

5. Building Equalities into Aberdeenshire

We are building 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:

5.1 Corporate Equalities Group

The Corporate Equalities Group supports and promotes Corporate Equalities throughout Aberdeenshire Council.

The Corporate Equalities Group, in partnership with GREC and other relevant groups, will oversee the following strands of work:

- ... The mainstreaming of the equalities agenda throughout Aberdeenshire Council.
- ... Ensure compliance with equality legislation at all levels throughout each of the respective services.
- ... Engage with service personnel and others acting as 'equality ambassadors' within and outwith the organisation.
- ... Support the development, implementation and monitoring of the corporate equalities action plans.
- ... Ensure that council equality outcomes are achieved.

This group meets monthly and monitors the work that is done to take forward the equalities agenda across the Council including meeting the requirements of The Equality Act 2010.

The Corporate Equalities Group (CEG) will be focusing on the delivery of the commitments set out in this report and the Equality Outcomes.

5.2 The Corporate Equalities Team

This team is made up of five officers who progress the actions of the Corporate Equalities Group, facilitating the development of the equalities vision,



strategies and plans, supporting the corporate approach to equalities, complementing the work of services, monitoring and reporting on progress.

5.3 Service Champions

Sixty Service Champions have been nominated across the Council, Education Authority and 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 will also assist with passing updates to their services about equality legislation and relevant issues, as relayed through the Corporate Equalities team. They will also encourage discussions on equality matters when they attend meetings.

5.4 Equality Impact Assessment

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. The process has recently been revised to take account of all nine protected characteristics and to include all three limbs of the Public Sector Equality Duty. Specific guidance has been developed and updated for employees carrying out Equality Impact Assessments.

5.5 Committee Reporting Structure

Committee reports have been updated to 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 building in reviews where appropriate.

5.6 Intranet

We have recently launched our brand new equalities pages on our staff intranet. These provide comprehensive guidance to staff on all equalities matters. We are committed to keeping this resource up to date to support staff when dealing with equalities issues.

5.7 Communications Plan

This continues to be updated to provide awareness of equalities issues by the use of all means of communication which is open to us.

5.8 Interpretation & Translation Policy

We continue to develop our provision of interpretation and access to translated information. Services are encouraged to use both face-to-face and telephone interpretation, where appropriate, to ensure effective access to services. This report will be translated into the four most used languages in Aberdeenshire.

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 some of our publications, a statement is included on the front page of how members of the public can request information in the document in another format; this statement is in English and the top four community languages in Aberdeenshire. English for Speakers of Other Languages (ESOL) classes continue to be delivered through our Community Learning and Development service.

5.9 Equalities – a standing item on all Team briefs

We are currently arranging for Equalities to be an issue that is considered by staff at their regular team briefings.

5.10 Prejudice Incident Reporting Form

We have recently updated this form to reflect all nine protected characteristics. This form is used to record and monitor any prejudice incident relating to any of the protected characteristics.



The prejudice incident could take place at work, school, in the street, in the shops, in a pub, or in fact anywhere within Aberdeenshire.

A prejudice incident can include both criminal and non-criminal content. Both must be reported, recorded and investigated with equal commitment.

The information can be shared with other local bodies.

5.11 Briefings, Training and E-Learning

To support our equalities work we need to ensure staff, elected members, and those sitting on Licensing Boards are aware of our equality duties, but also how they affect service delivery and staff management. Aberdeenshire employees and elected members have attended briefings to learn about the new equalities legislation and how it will affect them in their roles.

5.11.1 Briefings for Councillors

As at April 2013 we have run ten three hour briefing sessions for our Councillors so they have a good understanding of the Public Sector Equality Duty. To date 78% of Councillors have attended these briefings and further briefings are scheduled.

5.11.2 Briefings for Staff

As at April 2013 we have run ten 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.

5.11.3 E-Learning Tool

Work is on going with our Learning and Development team to turn our face to face briefings into a comprehensive E-Learning tool.

We will continue to review and refresh:

- ... Equalities information provided through our Corporate Induction.

- ... Briefings for staff and councillors on the Public Sector Equality Duty.
- ... Our Equality and Diversity pages on our Intranet and Aberdeenshire Council website.
- ... Equality Impact Assessment training to employees and elected members.
- ... 'Mentally Healthy' workplace training which is available to all employees.
- ... Equalities content for customer service training to employees.
- ... Mentoring for employees with cancer (Macmillan).

6. Mainstreaming in Action: Aberdeenshire as an Employer

Aberdeenshire values all of its employees and recognises the importance of equality of opportunity. It aims to achieve this by ensuring the operation of fair and consistent employment practices that take account of the diversity of groups and individuals. Equality is regarded as an issue for all employees who must adhere to, and can expect, certain standards of behaviour.

Aberdeenshire aspires to be a productive organisation that values diversity and utilises the widest possible sources of talent from all sectors of the community.

6.1 Workplace profile

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



Further information in relation to our Workplace Profile, Gender Pay Gap, Equal Pay and Occupational Segregation for Aberdeenshire can be found at:

[Appendix 4 - Aberdeenshire Council's Workforce Profile](#)

[Appendix 5 - Aberdeenshire Education Authority's Workforce Profile](#)

[Appendix 6 - Gender Pay Gap](#)

[Appendix 7 - Equal Pay Statement and Occupational Segregation](#)

6.2. Human Resources & Organisational Development (HR&OD) Policies

Human Resources Policies are prioritised for review on a rolling two year programme; however this may change if a policy requires to be revised in relation to a change in terms and conditions either at local or national level or new or amended employment legislation. In addition to the rolling programme of review, a further review will be undertaken of all existing HR&OD policies in relation to the Equalities Legislation and any necessary changes will be undertaken and published within the next 12 months.

The policies which are highlighted for review this year are:

- ... Equalities
- ... Working Time
- ... Attendance Management
- ... Redundancy
- ... Travel & Subsistence

There is a policy review underway with a view to increasing the scope of the scheme to include looked after children and the long term unemployed. The HR&OD service has a range of family friendly policies to support parents and help with childcare.

The Equality Policy and Guidance

This highlights the promotion of equal treatment in accordance with legislation, and highlights that we will strive to provide an environment free of prejudice and unlawful discrimination. Senior management are responsible for ensuring that this is understood and adhered to by all employees of the Council.

Maternity Leave Policy, Paternity Leave Policy and Adoption Leave Policy

These contain guidance and support for new parents. There is a Special Leave policy and procedure for employees if they need to take time off to care for dependants or parental leave. Aberdeenshire recognises that, as an organisation, it is changing all the time and is constantly seeking ways to become more efficient whilst at the same time continuing to provide a first class service to the community. To do this, there is a need to ensure there are skilled and effective people working at the right time, in the right place on the right issues whilst creating an environment that supports work/life balance. We have a range of flexible working options both in terms of work location and patterns that include annualised hours, compressed hours, flexi time, part time, self rostering, term time and working from home or alternative locations to support this.

The Retirement Policy

This will allow employees to request different retirement options relating to their needs. Aberdeenshire is committed to ensuring that any employee retiring and accessing their pension is treated fairly, and that the procedure followed is equitable, transparent and cost effective.

The Grievance Policy

This enables employees to raise any concerns that they have with their line manager. The Grievance Policy and Procedure provides a mechanism whereby problems in relation to work, the working environment, bullying or harassment or working relationships can be raised and addressed.



These problems should be dealt with as quickly and fairly as possible to avoid them developing into major problems or, potentially, collective disputes.

The Domestic Abuse Policy

This has a list of support networks and guidance for managers who help support an employee. The Council values its employees and will ensure that those employees who are victims of domestic abuse can raise the issue, confident that it will be dealt with sympathetically and seriously.

The Volunteers' Policy, Procedure and Resource Pack

This provides guidance and resources for services to take on volunteers enabling opportunities for work experience and for people to give something back to their community. This will enable young people to have the opportunity to undergo a work placement and support youth employment. Policies, procedures and guidance are available to all staff via line managers and our intranet site – Arcadia. Arcadia 'Lite' also provides access to employees who may not have a computer at work.

Recruitment Policy

There is a guaranteed interview scheme for staff with disabilities. Any person with disabilities who meets the essential criteria for the post and has applied under the 'Guaranteed Job Interview Scheme' (GJIS) will be invited to attend for interview. The purpose of the GJIS is to allow the applicant to be seen if they meet the essential criteria for the post and also to allow for any additional arrangements to be made for the interview. Questions at interview would be in relation to whether or not the candidate feels that there is anything that the Service requires to do in terms of reasonable adjustment to accommodate them.

There is a policy review underway with a view to increasing the scope of the scheme to include looked after children and the long term unemployed. The proposal also includes regularly reviewing the GJIS to include other groups where

evidence suggests that those groups are under represented in the workforce or find it difficult to enter the labour force.

Modern Apprenticeships are being promoted to anyone under the age of 19 as well as making them available to applicants of all ages. Human Resource & Organisational Development are spearheading publicity and promotion of the Modern Apprentice scheme. Services are encouraged to fill current vacancies with Modern Apprenticeship posts. In addition a budget has been requested to fund posts in accordance with current and future skills shortages. Aberdeenshire is also in the process of applying for accreditation from Skills Development Scotland to be the Modern Apprenticeship SVQ provider for our own posts in Care, Administration and other areas.

There is a review of the guidance on the requirement for a driving licence in person specifications in line with the European Human Rights Commission. This review is being undertaken to categorise jobs in terms of their requirement for a driving licence and how to make reasonable adjustment. New employees attend a half day corporate induction which includes Equalities information and an online induction course has recently been launched.

Health and Safety Policies, Procedures and Guidance

Health and Safety Policies, Procedures and Guidance are applicable to all Aberdeenshire employees and are in place to manage their health and safety on an equal basis. Aberdeenshire's Health, Safety & Wellbeing Strategy is in place to contribute to the future health and wellbeing of all employees. As part of this strategy 'Mentally Healthy Workplace' training is being offered to all managers to raise awareness and reduce the stigma associated with mental disabilities. All training is delivered on an equal basis and can be delivered on a 1:1 basis where necessary. All health surveillance programmes and information is delivered in line with The Equality Act 2010.



6.3 General Awareness Raising for Employees

A DVD has been developed that includes short workplace scenarios related to six of the nine “protected characteristics” identified in The Equality Act 2010. This DVD will be rolled out to all employees across Aberdeenshire and is aimed at ensuring all employees have a better understanding of what is meant by equality and diversity, are more aware of their attitudes and beliefs when responding to colleagues and customers, and have an understanding about the challenges facing people from different groups.

6.4 Scottish Living Wage

The introduction of a Living Wage supplement has been approved by Councillors and has now been introduced. This will help the lowest paid workers in our employment. More females are in posts that will attract the Living Wage supplement.

6.5 Human Resources Policies Training

Training on the Human Resources Policies and Procedures is currently being developed and this will incorporate and promote the Council's responsibilities in respect of equalities, which are set out in the Equality Policy and are in accordance with legislative requirements and integral to the process of mainstreaming. Human Resources & Organisational Development operational teams also continue to raise awareness of equalities in the support that is provided to Services on a daily basis.

6.6 Health and Social Care Training

Knowledge about discrimination forms a fundamental part of the Health and Social Care level 2 and 3 SVQs which we deliver and in the Management level 4 SVQ candidates need to investigate differences in expectations and working methods for someone from a different country or culture. We have developed a framework for career progression/succession planning to support all staff in developing their career in the organisation.

7. Mainstreaming in Action: Service Delivery which Supports Equalities within Aberdeenshire

We deliver a wide variety of services to residents on a daily basis, it is imperative that all residents within the council area have equal access to these services and are made aware of any changes which may occur in their provision over time.

Further information can be found at [Appendix 3 - Service Delivery Which Supports Equalities within Aberdeenshire](#).

8. Mainstreaming in Action: Performance and Benchmarking

A range of indicators are being put in place that will help us evidence how we are delivering the equality outcomes and these will be developed further. This can be found at [Appendix 1 - Aberdeenshire's Equality Outcomes](#).

Citizen's Panel surveys and the council's employee survey provide us with information in relation to the protected characteristics. In the case of some groups numbers of responses will be too low to provide robust information however we have gathered valuable feedback which will continue to inform our approach and actions.

Progress on our equalities actions will be reported primarily to our Corporate Equalities Group and the Policy & Resources Committee. The Community Planning Partnership Board also receives regular reports on aspects such as community safety and tackling poverty and inequalities.

Progress towards achieving the equalities outcomes will be monitored within 'Aberdeenshire Performs', our performance improvement framework.

Performance reporting cascades from the Aberdeenshire Community Planning Partnership's Single Outcome Agreement, through the Council's



Plan to Service, Business and Team Plans. There is regular reporting to committee and Directorate Management Teams against all these plans. The most up to date performance reports are available on the council's website within the [performance pages](#).

In addition annual performance reports providing 'at a glance' summaries of how we are doing are available at local libraries and council offices. Benchmark information, where available, for example through the Local Government Benchmarking Framework, will provide data to inform evaluation of performance. Further information about the framework and how the council makes use of it is available [here](#).

The Tenant Satisfaction Survey questionnaires will take account of guidance from the Scottish Housing Regulator on what to include in tenant satisfaction surveys. Housing has to comply with the Scottish Social Housing Charter in designing surveys and a template will be drafted to take account of the nine Protected Characteristics.

9. Mainstreaming in Action: 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.

Engaging with equality groups is a key part of this process, and there is already good work ongoing in this regard. Case studies of ongoing collaborative work can be found at [Appendix 2 – Examples of collaborative work which supports Equalities within Aberdeenshire](#).

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

- ... Ensure that due regard is paid in relation to the work of all partnerships;
- ... Establish that elected members on Joint Boards will have a role to ensure that the Boards are following the Public Sector Equality Duty;
- ... Monitor and raise non-compliance with our partners; and
- ... Develop partnership level equality schemes agreed by all partners, linking in to the community plan and into individual partners' own corporate plans.

9.1 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.

9.2 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.

9.3 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.



9.4 Gypsy/Traveller Officer Working Group (GTOWG)

The Gypsy/Traveller Officer Working Group (GTOWG) comprises Council officers and the Gypsy/Traveller Liaison Worker from Grampian Regional Equality Council (GREC), 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.

The Gypsy/Traveller Officer Working Group (GTOWG) meets quarterly or as required, and reports to the Gypsy/Traveller Sub Committee.

9.5 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, Grampian Regional Equality Council, Aberdeen International Centre, Multi ethnic Aberdeen Limited (MeAL), 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 as well as acting as a sounding board on relevant plans and policy development issues.

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

9.6 Integrate Aberdeenshire Forum

This is a Community Planning Partnership Forum which seeks to promote community cohesion and

integration of newcomers into Aberdeenshire. The Forum oversees the Prejudice Incidents Reporting process in Aberdeenshire.

For about a year now, the Integrate Aberdeenshire Forum and Aberdeen Prejudice Partnership have been having joint meetings. The two groups are considering merging into one.

9.7 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.

9.8 Minority Ethnic Working Group

This group is made up of officers from the Housing and Social Work Service, the Corporate Equalities Team (the Equalities Officer), 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.

9.9 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. Aberdeenshire Council works in partnership with GREC on equality issues and promoting awareness.

9.10 Tenant Participation

Aberdeenshire Council is committed to working with tenants to provide a high quality housing service that is responsive to tenants needs and recognises that tenants are at the heart of the



housing service. The Aberdeenshire model of tenant participation is a three way partnership of tenants, tenants' groups and staff all working together. There is a sound relationship between the housing service and tenants that is exemplified by the Tenant Participation Promotion Team (TPPT) and the various functional tenant/officer working groups. The council is committed to work and consult with tenants from across Aberdeenshire and involve them in as many ways as possible

9.11 Stonewall Diversity Champions

The Diversity Champions programme is Britain's good practice employers' forum on sexual orientation. Work is ongoing with Stonewall to make our workplace the best it can be for everyone.

10. Mainstreaming in Action: Procurement

At an operational level the Council recognises its duties under both the Equality Act 2010 and the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. In above EU threshold procurements the Council has due regard to the equality duty when setting the award criteria for the purpose of evaluating the most economically advantageous tenders. The Council also stipulates contractual obligations on service providers to comply with the Equality Act 2010 and to have due regard to the equality duty in circumstances where it is proportionate to the subject matter of the contract.

We await further guidance from the Equality and Human Rights Commission to support our policy development and inform our practices and procedures. We understand this guidance will be forthcoming later this year.

11. Mainstreaming in Action: The Work of our Education Authority

11.1 Background

- ... The Education, Learning & Leisure Service (ELL) provides education across the predominantly rural area of Aberdeenshire. There are 17 academies, 151 primary schools, 4 special schools and 84 nurseries. In addition there are over 40 enhanced provision sites.
- ... In 2012 there were 34,063 pupils in Aberdeenshire primary and secondary schools, a slight increase from the 2011 figure of 33,990. The number of children registered in local authority and partnership pre-school education in 2012 was 4492. 19% of the population of Aberdeenshire is aged under 16. This compares to 17% nationally.
- ... The Education, Learning and Leisure Service 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 Commission, we know we are continuing to make good progress in improving 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;
- ... High levels of positive leaver destinations;
- ... Positive impact of targeted community based projects;



... Positive inspections of schools and learning communities.

Education officers and head teachers have attended induction programmes which draw attention to their responsibilities with regard to access to services, anti-discrimination and equalities. New equalities training is under development. All staff and parents involved in the recruitment and selection of staff have undertaken appropriate equalities training.

Education, Learning and Leisure (ELL) is represented on Aberdeenshire Council's Corporate Equalities Group and is currently establishing a separate Education, Learning & Leisure (ELL) Equalities Working Group. Good links are made across the service with other functional groups. For example, the service's Gypsy/Traveller Group's Action Plan reflects the need to support this protected category. Planning is integrated.

It is intended that all schools have a revised Equal Opportunities Policy which will be reviewed annually.

Education establishments use the Prejudice Incident Reporting procedure effectively. This results in accurate reporting and recording of prejudice based bullying, including racist and homophobic bullying. Use of this policy is monitored by senior officers to ensure appropriate follow up action is taken when incidents are reported.

11.2 Developing our curriculum to support equality

Education, Learning and Leisure (ELL) is committed to providing pupils with a broad, balanced and challenging curriculum, well matched to learners' needs and allowing for personalisation and choice. All schools provide experiences and outcomes for pupils aged 3-18 which encourage an understanding of diversity and equality. Schools recognise the importance of health and wellbeing as a core component of Curriculum for Excellence (CfE) and promote key aspects of health and wellbeing as the responsibility of all. Schools have audited their health and wellbeing curriculum and

identified where diversity and equality is covered and have taken steps to address any area which requires development. Schools have been provided with a range of materials to support aspects of the curriculum. These include, for example, advice and guidance related to sexual health and relationships education. Curriculum development has been accompanied by high quality continuing professional development opportunities for staff.

Working with partners in NHS Grampian, Education, Learning and Leisure (ELL) has appointed three Strategic Development Officers who share responsibility for aspects of the curriculum related to diversity and equality.

11.3 Education Programmes

A number of schools have adopted programmes of study to ensure that the nine protected characteristics are addressed in depth:

- ... Meldrum Academy, working with local agencies and voluntary sector colleagues, offer a personal and social education programme to pupils in S5 and S6 which covers topics such as race discrimination, lesbian, gay, bisexual and transgender issues, physical and mental disability and gender stereotyping. They have shared their good practice with others.
- ... Inverurie Academy has pupil-led assemblies which challenge stereotypes and encourage tolerance and has worked with the Scottish Anti-Bullying Network and LGBT Scotland on equalities issues.
- ... The Aberdeenshire Health and Wellbeing Young Leaders programme aims to encourage young people to plan and lead community based projects which focus on extending understanding of all aspects of health and wellbeing. Many have included a focus on aspects of equality of esteem.



11.4 Anne Frank Award

Schools have successfully participated in the Anne Frank Award. The aim of the award is to challenge prejudice and reduce hatred 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.

Rothienorman Primary, a recent winner, has audited the impact of participation in the award and noted that pupils reported increased awareness and understanding of discrimination on the grounds of race, gender and sexuality.

11.5 Rights Respecting Schools Award

All schools in Aberdeenshire previously were accredited under the Health Promoting Schools Award scheme. Part of the accreditation process involved schools in evidencing how they encouraged respect and tolerance within the school community. As a follow on to this, many schools have now registered with Rights Respecting Schools Award (RRSA). The Rights Respecting Schools Award recognises achievement in putting the United Nations Convention on the Rights of the Child at the heart of a school's planning, policies, practice and ethos. A rights respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between teachers / adults and pupils, between adults and between pupils. Initial evaluations suggest that RRSA pupils display an increased awareness of diversity and equality.

11.6 Strategic Development Officer

Education, Learning and Leisure (ELL) has appointed a Strategic Development Officer with responsibility for citizenship. The work of this officer supports understanding of diversity and equality in Education, Learning and Leisure (ELL) establishments.

In 2012 twelve teachers from Aberdeenshire spent four weeks working in rural communities in Uganda. As a result schools in Aberdeenshire

have active links with Ugandan schools and these are being used effectively as context for learning in relation to race, disability, gender and religion. In addition many schools have developed international links. Kemnay Academy pupils spent time during summer 2011 building an orphanage in Borneo. Crombie Primary supports an orphanage in Indonesia. Contributions from Oyne Primary built part of a new primary in Malawi.

Schools adapt curriculum provision to accommodate the needs of those with the protected characteristics. Arrangements are routinely made for pupils whose parents wish them to adhere to their family religious or other beliefs. Young people are supported should they wish to participate in alternative arrangements for religious education or worship. Schools are skilled at meeting dietary requirements and in including particular forms of dress in school uniform advice.

Evidence suggests that protected groups are more at risk of homelessness and the service has worked with others to produce teaching materials to cover this topic. Poor mental health was identified as a concern in the authority's mapping exercise. Over 500 teachers have attended an eight session mental health training programme and currently schools have access to specialist training in the areas of self harm, suicide prevention and infant mental health.

11.7 Meeting learners' needs

Getting it Right for Every Child (GIRFEC) in Aberdeenshire provides the policy basis, in terms of principles and aims of practice, in relation to individual children and young people. Planned intervention is informed by our GIRFEC strategic priorities:

- ... Delivering positive outcomes for all children and young people.
- ... Supporting and protecting vulnerable children and young people.
- ... Staged intervention.
- ... Shared assessment and planning.



- ... Supporting and encouraging successful transition.
- ... Integrated working with all partners and developing local community partnerships.
- ... Encouraging well being and healthier lifestyles.
- ... Positive outcomes for children and young people.

11.8 Inclusion Policy

The Education, Learning and Leisure Service is committed to ensuring the participation and highest achievement of all. The service has recently reviewed its policy on inclusion and promotes the following definition:

'Inclusion means ensuring the participation and highest achievement of all. Inclusive practices recognise and value the richness of diversity and develop appropriate responses to meet the needs of all.'

Our commitments include:

- ... Improved engagement with parents, children and young people, and highly effective joint-working between service staff, other services and partners.
- ... Raised expectations, a sense of ambition for all, and recognition of a need for continuous improvement.
- ... Effective, timely and sustained interventions.
- ... Recognition of everyone's successes.
- ... Robust procedures to ensure all children and young peoples' needs are met.

Pupil need is audited annually by Education, Learning and Leisure (ELL) and available resources are targeted appropriately, providing enhanced support to children and families when they need it, and sustained investment in universal provision and early intervention.

11.9 Pupil Support Assistant

The service has reviewed its support for pupils. A new post of Pupil Support Assistant (PSA) has been created and over 900 PSA posts filled. Training for PSA staff has focused on meeting the diverse range of pupil needs. The management of Support for Learning teachers has been devolved to schools, helping to guarantee that the needs of pupils are met flexibly and addressed quickly.

Pupils in protected categories have access to specialist services. Our ASPECTS service supports pupils by providing established and emerging technologies for learning. Our Sensory Support Service meets the needs of pupils with sensory impairment. In 2012 funding for both services has increased. A recent Books for All initiative has addressed the needs of pupils whose needs prevent them from easily accessing books and other print media.

11.10 English as an Additional Language

ELL supports English as an Additional Language provision. All pupils and families with English as an additional language have access to specialist advice and information. All pupils are assessed on entry into school. Enrolment processes were reviewed in 2012 to make enrolment in school simpler and more effective. Translation and interpretation services are available. In 2012 two pilot projects have focused on meeting the needs of new migrant families. School information, including letters, leaflets and advice is available in languages other than English. Most recently school lunch information has been made available in the most commonly used, non English languages. The English as a Second Language (EAL) service also provides direct support to pupils across Aberdeenshire.

11.11 Supporting Vulnerable Groups

A review of Children's Services Networks was undertaken in 2012. Improved arrangements for multi-agency working and support of vulnerable children, young people and families are underway.



Community based activities supported by Education Learning and Leisure staff include sessions to support very young children with disabilities. Rainbow Rogues provides high quality play experiences for children in a small group setting, which their siblings can also attend. Parents are supported through a range of learning opportunities which builds their confidence and reduces anxiety arising from their child's disability.

Community Learning staff are engaged with the Gypsy/Traveller communities to identify issues relating to health needs and to support development of initiatives to address these – child literacy needs were also identified as part of this process and work was undertaken in the North of Aberdeenshire to address this.

Youth Workers have undertaken training to support work with young people who identify as Lesbian Gay Bi-sexual or Transgender.

Work with older people is becoming well established, working in partnership with 50+ Networks in Aberdeenshire.

Vulnerable pupils and families have access to a range of professional services including Speech and Language Therapy, Occupational Therapy, Physiotherapy, Social Work Services, and Psychology Services. The Educational Psychology Services in Aberdeenshire has achieved Customer In Excellence status. Using our Integrated Assessment Framework schools involve other agencies involved with the pupil, including the parent/carer to address difficulties and creating, monitoring and evaluating individual pupil plans. Pupils also have opportunities to make known their feelings about the plan and have them recorded.

11.12 Additional Support Needs Manual

The service has developed an electronic Support Manual which allows staff involved with children and young people to easily access advice and resources. Work has been completed to develop a directory of support for families of children with additional support needs. These initiatives include advice related to the nine protected characteristics.

Advice has now also been provided for schools to ensure all Coordinated Support (CSP) plans and Individualised Educational Programmes (IEP) are carefully prepared and reviewed when appropriate. Comprehensive CSP and IEP guidance has been issued.

An audit of pupil support has been carried out across all 17 Children's Services Networks (CSNs) in Aberdeenshire. A review of enhanced provision is nearing completion. The review aims to ensure equity and consistency of provision across Aberdeenshire schools. One expected outcome will be that the needs of pupils from the protected categories are identified as early as possible and effective interventions planned. The review of enhanced provision is a key component of ELL's strategy to close the attainment gap between the highest and lowest attaining groups of pupils.

ELL works closely with [Enquire](#), the Scottish advice service for additional support for learning and [STEP](#) which provides support and advice in relation to education for travelling people. Schools are involved with the UK's anti-racism educational charity [Show Racism the Red Card](#).

Parents are involved in designing service provision. Aberdeenshire's Additional Support Needs Parent Forum was launched in session 2011/2012 and Forum meetings involve parents in the development of policy and practice.

The availability of high quality, affordable childcare has been cited as a barrier to participation by protected groups. In 2012 Aberdeenshire Council allocated £4.25m to improve a range of early years services across Aberdeenshire by expanding provision to ensure that the most vulnerable children and families receive targeted early intervention support. The programme is based on 18 provisions across Aberdeenshire, offering fulltime pre-school education and childcare.



11.13 Raising attainment and achievement for children and young people

The Education, Learning and Leisure Service has commissioned base line assessment for all primary and secondary aged pupils. Tracking and monitoring procedures are currently under review. Attainment of groups of pupils can be tracked and the impact of interventions measured, for example the attainment of pupils with EAL support is tracked and monitored.

Projects targeted at raising attainment have been included in the service's improvement plan. Active Literacy has been introduced in 47 schools. All schools have access to in-service training on collaborative teaching approaches. Educational Psychological Services provide training on mediated learning strategies. The success of all is routinely celebrated. Aberdeen Performs, a celebratory event planned for June 2013, will feature the achievements of young people, including those from protected categories.

11.14 Ensuring the quality of our services

We monitor the quality of our provision using a range of tools. We quality assure the work of schools in relation to particular groups of pupils. Pupils plans are quality assured. All schools are required to plan for improvement in relation to GIRFEC principles and these are monitored by senior officers. Complaints and concerns are handled centrally and Directorate staff use data generated in this way to monitor improvement. Regular reports on the achievement and attainment of pupils and groups of pupils are considered by the Education, Learning and Leisure Committee of the council. Work is underway to improve data collection systems and ensure all staff are aware of the importance of using this information. Head Teachers and Quality Improvement Officers are able to monitor part-time attendance and exclusions, linking these to specific pupils from protected groups.

12. Mainstreaming in Action: The Work of our Licensing Boards

12.1 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 has three divisional Licensing Boards:

... North Board: 9 Members

... Central Board: 8 Members

... South Board: 6 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 Council Election. A Board must consist of at least five Members.

Our meetings are held in public but deliberations can be made in private. Our decisions must be made in public.

Aberdeenshire Council is responsible for administering the licensing system for the Boards.

Our meetings are held in venues that are fully accessible to everyone.

12.2 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

... The Gambling Act 2005



The regimes under these Acts set out broad aims with which we must support in all its functions. These are:

Licensing (Scotland) Act 2005

- ... Preventing crime and disorder.
- ... Securing public safety.
- ... Preventing public nuisance.
- ... Protecting and improving public health.
- ... 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 that gambling is conducted in a fair and open way.
- ... Protecting children and other vulnerable persons from being harmed or exploited by gambling.

12.3 Numbers of Licences currently in force

As at 26 March 2013, since 1st September 2009, the Boards have issued the following numbers of licences:

Licensing (Scotland) Act 2005

- ... 639 premises licences.
- ... 2,253 personal licences
- ... 267 occasional extensions.
- ... 3,863 occasional licences.

Gambling Act 2005

- ... 25 premises licences.
- ... 141 notices of automatic entitlement for gaming machines.
- ... 62 gaming, club gaming, and club gaming machine permits.

- ... 323 registrations for small society lotteries.

The Board also considers 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.

12.4 Equality Policy

We are currently working on an Equality Policy which will be approved before the end of April 2013.

The implementation of the policy will assist us in mainstreaming equalities into the licensing process and will act as a tool in us giving due regard to our equalities duties, both in setting licensing policy and procedures and, in determining licence applications.

To that end, we have included the following mission statement in our Equality Policy:

"Our mission is to serve the licensing needs of Aberdeenshire as quickly and efficiently as possible, striking a balance between the business 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.

... We will strive to reflect the interests of people from all sections of the society we serve.

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

12.5 Staff and Training

We 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.

12.6 Translation & Interpretation Services

We 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.

We will also continue to provide policy documents and procedures in alternative formats on request.

We will 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.

12.7 Equality Impact Assessments

To ensure consistency across Aberdeenshire, we have adopted the EIA toolkit developed by Aberdeenshire Council. We will use this toolkit to assess licensing policies and procedures as necessary.

12.8 Licensing Board Report Format

To ensure consistency across Aberdeenshire, we will adopt the committee report style agreed by Aberdeenshire Council to take account of equalities issues throughout the licensing process.



13. APPENDICES

13.1 Appendix 1 – Aberdeenshire’s Equality Outcomes 2013-2017

Aberdeenshire’s Commitment to Equality

We are pleased to present you with Aberdeenshire’s Equality Outcomes for 2013-2017.

Aberdeenshire Council’s vision sets out our aim to provide excellent services for all. As part of this pursuit of excellence we will do our best to provide equality of opportunity for all our residents, service users and employees.

We have taken account of what people have told us directly through involvement and consultation activities and information we gathered from voluntary and other organisations with whom we work in partnership.

Each public body must select Equality Outcomes which are relevant to them. We have therefore set our equality outcomes based on a range of evidence including evidence that is specifically relevant to the Aberdeenshire population.

This evidence review was divided into two parts: a review of **internal** sources of information (e.g. service monitoring information, community engagement undertaken by the Council, staff surveys, etc); and a review of **external** sources of evidence (e.g. relevant local regional or national research, government and regulatory body statistics, etc).

In accordance with the legislation we also involved and consulted with as many people from one or more of the protected characteristics as possible. A number of groups and individuals were invited to provide an input into the development of our Equality Outcomes.

Our Corporate Equalities group is made up of representatives from each service of the Council including the Aberdeenshire Education Authority and the Aberdeenshire North, Central and South



Licensing Boards. The group weighted and scored each piece of evidence in order to determine which issues are most relevant to Aberdeenshire Council, Aberdeenshire Education Authority and all three Licensing Boards in Aberdeenshire.

13.1.1 Monitoring the progress of our Equality Outcomes

Aberdeenshire Council will ensure the actions are being carried out in order to meet our Equality Outcomes. We are required to publish a report on the progress we are making towards achieving our Equality Outcomes by 30 April 2015. We require to set fresh outcomes every four years. Therefore our Equality Outcomes will always be relevant and valuable.

By publishing our equality outcomes we hope to increase the transparency of what we are doing to achieve our equality objectives over the next four years. This report provides us with an opportunity to highlight the tangible benefits that will be achieved as a result of this work.

13.1.2 How Aberdeenshire will achieve our Equality Outcomes

Equality outcomes are the results we aim to achieve. These are not the actions we will undertake, but the changes or effects resulting from our actions. The equality outcomes should further one or more of the following needs of the Public Sector Equality Duty:

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

13.1.3 Single Outcome Agreement (SOA)

The Tackling Poverty and Inequalities Strategy Group manage the former Fairer Scotland Fund for tackling inequalities and deprivation within Aberdeenshire. This body focuses on social regeneration and employability in reducing inequalities, rather than the more specific equality duties.

We have a strategic assessment process for informing the development of our Single Outcome Agreement and Local Community Plans, the Citizens' Panel and the Community Ward Forums.

The increasing expectations placed on Community Planning Partnerships means that Aberdeenshire's Single Outcome Agreement (SOA) for 2013-2023 will set out the short, medium and long-term outcomes that will be delivered by partners. Tackling inequality of outcome is a central component of the SOA. Our draft equality outcomes were circulated to the Community Planning Team and their comments have been taken into account.

13.1.4 Aberdeenshire's Equality Outcomes 2013-2017

We have developed six Equality Outcomes which are outlined below.

We have specified which protected characteristic each outcome applies to, and which aspect of our duty it will help us to meet:

1. **Eliminate discrimination, harassment and victimisation;**
2. **Advance equality of opportunity; and**
3. **Foster good relations.**

We also give examples of the actions we will take in order to progress towards our outcomes and the evidence which led us to set the 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.**
2. **Members of the public are able to access our services with ease and confidence.**
3. **Aberdeenshire Council is an inclusive workplace where employees are respected and have an equal opportunity to achieve their full potential.**
4. **Communities and business understand, welcome and respect diversity.**
5. **Everyone enjoys equal access to education, training and employment.**
6. **Access to life opportunities is enhanced by reducing barriers.**



13.1.5 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 Characteristic

All

General Duty

Eliminate unlawful discrimination, harassment and victimisation.

Advance equality of opportunity.

Foster good relations.

Evidence of the equality problem

... By far the main issue that was identified during the consultation exercise undertaken by Grampian Regional Equality Council (GREC) was a general lack of understanding of all the different protected characteristics. There are people who continue to hold prejudiced views towards people from different groups.

... Transgender people and Gypsy Travellers have been identified as receiving the greatest amount of prejudice from the GREC report. This is attributed to a lack of understanding of these groups of people.

... Due to the lack of understanding of different cultures and faiths, there is potential for racist incidents to occur in the North East of Scotland. The number of racist incidents recorded by the police in Scotland has 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.

Example actions that will be taken in order to achieve the outcome:

- ... Awareness raising for the community of the issues people with protected characteristics face and how to respond to their needs.
- ... Equalities briefing for councillors, senior officers and employees.
- ... Equalities champions recruited, trained and utilised.

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.

	Example Outputs	Measurements	Long-Term Contextual Indicator
Aberdeenshire Council	<p>Equality Impact Assessment briefings on application of principles delivered to employees and Elected Members.</p> <p>Interactive Equality and Diversity awareness raising e-learning programme will be developed and made available to all employees.</p> <p>Awareness raising events for the community.</p> <p>Update customer service training course.</p>	<p>Briefing attendance: 70%</p> <p>Completion by 70% employees and Elected Members.</p> <p>Exhibitions & Events.</p> <p>Training attendance: 70%</p>	<p>Employees and Elected Members understand how to apply equality principles.</p> <p>Aberdeenshire Council's general duties are at the heart of decision making at a corporate level.</p> <p>Increase in customer satisfaction as employees and councillors confident.responding to customers' needs.</p>



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.

	Example Outputs	Measurements	Long-Term Contextual Indicator
Aberdeenshire Council <i>(continued)</i>	Promote equalities in articles on intranet and website.	Increase in articles: 30%	
	Corporate Parenting Role briefings to services.	Briefing attendance: 90%	
	Stonewall online learning resource.	Increase in articles using all forms of communication.	
	Awareness of Prejudice Reporting Incident Form (PIRF) to community and employees.	Increase in articles using all forms of communication.	
Aberdeenshire Licensing Board	Equality Impact Assessment briefings on application of principles delivered to employees and Elected Members.	Briefing attendance: 70%	Employees and Elected Members understand how to apply equality principles.
	Interactive Equality and Diversity awareness raising elearning programme will be developed and made available to all employees.	Completion by 70% employees and Elected Members.	Increase in customer satisfaction as licensing board employees are able to respond to needs.
Aberdeenshire Education Authority	Equality Impact Assessment briefings on application of principles delivered to all Head Teachers and Officers.	Briefing attendance: 70%	Increase in pupils and parents satisfaction as teachers and term-time employees are able to respond to needs.
	Interactive Equality and Diversity awareness raising elearning programme will be developed and made available to all employees.	Completion by 70% of employees.	
	Equalities champions recruited, trained and used across the authority.	Increase in number and training attendance of equality champions (90%) in education authority.	
	Equalities statements prepared for inclusion in policy statements and school handbooks.	Equalities statements completed by 2014.	



13.1.6 Equality Outcome 2

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

Protected Characteristic

Disability

Age

Sex

Race

General Duty

Eliminate unlawful discrimination, harassment and victimisation.

Advance equality of opportunity.

Fostering good relations.

Evidence of the equality problem

... The main issue that has been identified in the Grampian Regional Equality Council (GREC) report is a lack of provision of services for Gypsy Travellers. Concerns have been raised in terms of education, housing and health needs not being met for this particular group. There is a lack of provision of services for Gypsy Travellers.

... There is difficulty in travelling long distances for treatment and travelling on the bus by

visually impaired people. There is a need to work in partnership with groups to improve accessibility for disabled people.

... The consultation exercise from Grampian Regional Equality Council identified that young people who are lesbian, gay or bi-sexual experience an increased incidence of bullying and harassment in schools. The findings from Stonewall School Report 2012 identified young lesbian, gay and bisexual people experienced homophobic bullying at school. Some parents of children with disabilities feel that schools do not deal with problems proactively.

... Citizens whose first language is that other than English are restricted from accessing services due to a lack of interpreters and translators in Aberdeenshire.

Example actions that will be taken in order to achieve the outcome:

... Publicise information regarding different ways to access services and physical access.

... Identify and prioritise access delivery across establishments.

... Produce Education Learning & Leisure (EL&L) Gypsy Traveller Strategy Group Improvement Plan.

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

	Example Outputs	Specific Measures	Long-Term Contextual Indicator
Aberdeenshire Council	Prioritise establishments access.	Increase in customer access satisfaction.	Enabling customers to access services with confidence and increased satisfaction.
	Publicise service access.	Increase in journeys: 10%	Feedback from local groups helps ensure equality compliance.
	Remote communities transport development.	Customer service employees training: 70%	
	Provide opportunities for interest groups.	Increase in customer transport satisfaction.	
	Enhance public access.	Establish health literacy model.	



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

	Example Outputs	Specific Measures	Long-Term Contextual Indicator
Aberdeenshire Council <i>(continued)</i>	Promote low floor bus initiatives. Provide customer service to support different needs.	Community planning consultation. GREC consultation undertaken. Percentage asset types equality act compliance. Percentage expansion scheme.	
Aberdeenshire Licensing Board	Increase access to buildings. Mission statement to include equality.	Increase in translators. Increase in customers requiring translation of documents. Hearings in buildings accessible and Induction loop systems available.	Customers are able to participate in licensing hearings fully.
Aberdeenshire Education Authority	Implement estate management plan to ensure access to Education Authority estate is improved. Produce and implement ELL Gypsy Traveller Strategy Group Improvement Plan. Improve access to ELL documents in languages other than English. Improve access to translation services. Implement recommendations from Enhanced Provision review for pupils with additional support needs.	Number of pre-school places. Flexibility in child care services. Decrease in placing requests on the grounds of protected characteristics. 100% of actions identified in plan completed and impact graded as good or above. Increase in customer satisfaction to access establishments. Increase in number of documents available in other languages. Decrease in average time waited for first language assessments. Increased level in parental satisfaction.	Pupils, parents and the community are able to access educational services. Higher customer satisfaction in accessing services.



13.1.7 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.

Evidence of the equality problem

... Aberdeenshire Council currently collects data to monitor equal opportunity for employees to achieve their full potential; this will be refined and extended. Aberdeenshire Council is seen as an inclusive employer however collating and analysing this data will help to ensure there is equality of opportunity. Good relations will be developed within the different groups.

... The Grampian Regional Equality Council (GREC) report identified there were issues with affordable childcare, breastfeeding facilities and workplace discrimination. This can create issues for new mothers returning to work from maternity leave.

... The transgender community experience difficulty in securing jobs. There is also a real issue surrounding the appropriate support for employees undergoing gender reassignment.

... The Grampian Regional Equality Council (GREC) highlighted that job opportunities for Lesbian Gay Bisexual Transgender people may be limited by peoples' fear of discrimination.

Example actions that will be taken in order to achieve the outcome:

... Recruitment and selection training for recruitment panel.

... Leadership development for Directors and Councillors.

... Employee Annual Review (EAR).

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

	Example Outputs	Specific Measures	Long-Term Contextual Indicator
Aberdeenshire Council	<p>Recruitment and selection training for recruitment panel.</p> <p>Equality considerations incorporated into Leadership and management development.</p> <p>Employee Annual Review (EAR).</p> <p>Stonewall's Diversity Champions Programme.</p> <p>Review Human Resources Policies.</p>	<p>Recruitment training attendance: 100%</p> <p>Review of programme attendance and content.</p> <p>EAR complete for employees: 70%</p> <p>Monitoring information developed to inform actions.</p> <p>Review of prioritised HR Policies.</p> <p>Stonewall Workplace Index – improve position.</p>	<p>All Aberdeenshire Council employees are respected and have equal opportunities.</p> <p>Employee demographics reflect council area demographics, identify reasons for discrepancies and introduce measures.</p>



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

	Example Outputs	Specific Measures	Long-Term Contextual Indicator
Aberdeenshire Licensing Board	Licensing Board are committed to the outputs by Aberdeenshire Council above.	Licensing Board are committed to the outputs by Aberdeenshire Council above.	All Licensing Board employees are respected and have equal opportunities.
Aberdeenshire Education Authority	Education Authority are committed to the outputs by Aberdeenshire Council above.	Education Authority are committed to the outputs by Aberdeenshire Council above.	All Education Authority employees are respected and have equal opportunities.

13.1.8 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.

Evidence of the equality problem

- ... An issue raised by Grampian Regional Equality Council (GREC) was a lack of understanding and suspicion between groups and people who share a protected characteristic and those who don't.
- ... Racism is a significant problem in Scotland wide, often based on suspicion and lack of understanding of cultures and faiths. There were 5,389 racist incidents recorded by the police in 2011-12, an increase of 10% compared to 2010-11 when 4,911 incidents were recorded.

This is the first increase in the number of racist incidents recorded by the police in the last five years.

- ... GREC identified that communication and language barriers are a key challenge to accessing public services. We are committed to promoting equality, which means recognising that everyone has different needs and taking positive action to ensure that we are all able to participate in society.
- ... Bullying at school and in higher education is apparent regarding the Lesbian, Gay, Bisexual and Transgender community. It is important to have a supportive and inclusive learning environment where every pupil regardless of their protected characteristics can have a positive learning experience.

Example actions that will be taken in order to achieve the outcome:

- ... Local Development Plan (LDP) policies and strategies developed to promote wellbeing of community.
- ... Redesign day services for disabled to use community resources.
- ... Working with partner agencies.



Communities and business understand, welcome and respect diversity.

	Example Outputs	Specific Measures	Long-Term Contextual Indicator
Aberdeenshire Council	<p>Local Development Plan (LDP) policies and strategies developed to promote community wellbeing.</p> <p>Redesign day services for disabled to use community resources.</p> <p>Promote Employability Unit – reducing people on benefit.</p> <p>Language Line Promotion.</p> <p>Working with partner agencies.</p> <p>Develop communication strategy.</p>	<p>Percentage businesses viewed mainstreaming report.</p> <p>Percentage day service users in community based activity.</p> <p>Increasing number of Language Line customers.</p> <p>Increasing percentage of businesses viewed as attractive to parts of the community.</p> <p>Increase in involvement with partner agencies.</p> <p>Equalities integral to the procurement process.</p> <p>Planning decisions mitigate negative impact.</p>	<p>Local community and businesses attracting all customers and diversity in their day-to-day activities.</p> <p>Strategies flowing from LDP to reflect equality and diversity agenda.</p> <p>Increase in open opportunities for individuals with disabilities.</p>
Aberdeenshire Licensing Board	<p>Equality Mainstreaming Initiatives.</p> <p>Disabled Access Statements with licensing applications.</p> <p>Access Panels.</p>	<p>Increase in initiatives.</p> <p>Increase in customer satisfaction.</p> <p>Number of applications granted or refused.</p>	<p>Licensing board understanding and respecting diversity in their community.</p> <p>Equalities will be considered as an important determining factor in grant or refusal of licence.</p>
Aberdeenshire Education Authority	<p>Establish Education, Learning and Leisure Diversity and Equalities Steering Group to plan and deliver ELL key priorities relating to protected characteristics.</p> <p>Providing school based programmes to include equalities issues and protected characteristics.</p> <p>Increase pupil participation in decision making.</p>	<p>Rights Respecting Status: 60% schools.</p> <p>School programmes: 90% schools.</p> <p>All actions identified in plan completed and impact graded as good or above.</p> <p>90% of Schools to review of school-based programmes.</p>	<p>Pupils, teachers and employees understanding and respecting diversity in their community.</p> <p>All schools achieving Rights Respecting Schools status and programmes supporting equalities.</p>



Communities and business understand, welcome and respect diversity.

	Example Outputs	Specific Measures	Long-Term Contextual Indicator
Aberdeenshire Education Authority <i>(continued)</i>	Encourage schools to participate in Rights Respecting Schools programme.	Number of schools adopting Pupil Voice Framework and Charter.	
	Develop Global Teachers Learning Community.	Increase in schools working towards Rights Respecting School Status.	
	Enhance Democracy and Civic responsibility thread of citizenship curriculum.	Increase in numbers of Global Teacher Peer Mentors.	
	Develop One Planet Schools programme.	Number of schools participating in schools elections, mock trial events and in participation outreach.	
	Stonewall Education Champions Programmes.	Number of schools participating in scheme. Stonewall Education Champion Programmes: 60% schools.	

13.1.9 Equality Outcome 5

Everyone enjoys equal access to education, training and employment.

Protected Characteristic

All

General Duty

Eliminate discrimination

Advance equality of opportunity

Foster good relations

Evidence of the equality problem

... An issue raised from Grampian Regional Equality Council (GREC) report was a lack of understanding and suspicion between groups and people who share a protected characteristic and those who don't.

There were suggestions to provide opportunities for young people, investment in social housing and providing translation services.

- ... A further issue raised in the GREC report is a lack of understanding of disabilities on the part of non-disabled people and lack of deaf awareness. The response rate was high for travelling long distances and a lack of understanding of disabilities.
- ... The evidence from GREC highlighted that Lesbian Gay Bisexual people face difficulties in employment with negotiating their sexual identity with managers, colleagues and customers. There are also suggestions in the GREC report that job opportunities may be limited by peoples' fear of discrimination.



... Communication and language barriers are a key challenge to accessing public services. Aberdeenshire Council is committed to promoting equality, which means recognising that everyone has different needs and taking positive action to ensure that we are all able to participate in society.

Example actions that will be taken in order to achieve the outcome:

- ... Assessment for further education/ training/ practical support in workplace (Aberdeenshire Social Work Employment Support Team).
- ... Support and encourage equalities mainstreaming in Licensed Trade.
- ... Develop and implement a Framework for Inclusion across Education, Learning and Leisure.

Everyone enjoys equal access to education, training and employment.			
	Example Outputs	Specific Measures	Long-Term Contextual Indicator
Aberdeenshire Council	<p>Modern apprenticeships for young people.</p> <p>Interactive Equality and Diversity awareness raising elearning programme will be developed and made available to all employees.</p> <p>Employee Annual Review (EAR) for employees.</p> <p>Assessment for further education/training/ practical support in workplace (Aberdeenshire Social Work Employment Support Team).</p>	<p>Number of Modern Apprenticeships available.</p> <p>Completion by 70% employees and Elected Members.</p> <p>Employee appraisals undertaken: 70%</p> <p>Percentage people who required support accessed training and employment.</p>	<p>Difference between percentage of school leavers going to positive destinations.</p> <p>Census data to identify discrepancies, establish reasons and introduce measures.</p> <p>Aberdeenshire employment rate.</p>
Aberdeenshire Licensing Board	<p>Support and encourage equalities mainstreaming in Licensed Trade.</p> <p>Equalities embedded into policy statements and reviewed.</p>	<p>Employees number undertaken training on equalities issues.</p> <p>Regular three year review of policy statements.</p>	<p>Licensing Boards having equalities at the heart of their policy statement and integral to their work.</p>
Aberdeenshire Education Authority	<p>Develop and implement a Framework for Inclusion across Education, Learning and Leisure.</p>	<p>Framework for Inclusion implemented in all schools.</p> <p>Increase training attendance of employees.</p> <p>Increase number of pupils completing placements.</p>	<p>Education Authority ensuring pupils and community enjoy equal access to education.</p>



Everyone enjoys equal access to education, training and employment.

	Example Outputs	Specific Measures	Long-Term Contextual Indicator
Aberdeenshire Education Authority <i>(continued)</i>	<p>Stonewall materials available and used in establishments. Schools undertake Rights Respecting Schools accreditation.</p> <p>Work Experience Unit staff trained in additional support needs.</p> <p>Promoting awareness and education in equality.</p> <p>Increase in the mainstreaming of equalities initiatives.</p>	<p>Increase in schools working towards Rights Respecting School Status.</p> <p>Percentage of young people previously looked after in positive destinations.</p> <p>Increase in care leavers in education training or employment.</p> <p>Increase in number of work placements.</p>	

13.1.10 Equality Outcome 6

Access to life opportunities is enhanced by reducing barriers.

Protected Characteristic

All

General Duty

Eliminate discrimination

Advance equality of opportunity

Foster good relations

Evidence of the equality problem

... The key issues raised from the report by Grampian Regional Equality Council (GREC) were 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.

... The consultation from GREC suggests there can be prejudiced views in relation to Gypsy Travellers. There have been concerns expressed regarding council housing not meeting the

needs of Gypsy Travellers due to their culture, long waiting lists, complicated system and discrimination by neighbours.

- ... An issue raised by GREC was a lack of understanding and suspicion between groups and people who share a protected characteristic and those who don't.
- ... There is a lack of understanding of disabilities on the part of non-disabled people.
- ... It is important to ensure access to life opportunities is available to all and promote awareness of different groups.

Example actions that will be taken in order to achieve the outcome:

- ... Minority Ethnic Communities including Gypsy Travellers access to appropriate land, housing and support encouraging alternative social integration.
- ... Modern apprenticeships and work placements for young people.
- ... Introduction of self directed support for people with assessed care and support needs.



Access to life opportunities is enhanced by reducing barriers.

	Example Outputs	Specific Measures	Long-Term Contextual Indicator
Aberdeenshire Council	<p>To raise awareness of assisted waste collection.</p> <p>Developing kinship care service for children and families.</p> <p>Introduce multi-agency rehabilitation and enablement service.</p> <p>Introduce self directed support for assessed care and support needs.</p> <p>Remodel sheltered housing complex – Pleyfauld House and Hamewhith Court considered moving from Sheltered to Very Sheltered Housing.</p> <p>Four new sheltered housing sites.</p> <p>Increasing the number of affordable homes built within Aberdeenshire.</p>	<p>Percentage sheltered housing places offering additional support (as per change fund remodelling requirements).</p> <p>Average waiting times housing adaptation reduced, need assessments & delivery of adaptations.</p> <p>Percentage of elderly with intensive needs receiving care from carers.</p> <p>Creation of very sheltered housing complexes.</p> <p>GREC consultation.</p> <p>Number of applicants needs addressed.</p>	<p>Percentage change Minority Ethnic applicants requiring alternative accommodation.</p> <p>Increase customer satisfaction accessing services.</p> <p>Children at risk supported within family and community.</p> <p>A reduction in housing need.</p>
Aberdeenshire Licensing Board	<p>Boards work with partner agencies and community organisations to promote equalities.</p> <p>Boards engage in Aberdeenshire Community Planning Partnership Strategy with consultees, community organisations.</p> <p>Equalities embedded into policy statements and reviewed.</p>	<p>Increase involvement with partner agencies.</p> <p>Increase engagement of Aberdeenshire’s Community Planning Partnership.</p> <p>Regular three year review of policy statements.</p>	<p>Licensing Boards having equalities at the heart of their policy statement and integral to their work.</p>



Access to life opportunities is enhanced by reducing barriers.

	Example Outputs	Specific Measures	Long-Term Contextual Indicator
Aberdeenshire Education Authority	<p>Designing Education, Learning and Leisure programmes to include a full range equalities issues.</p> <p>Developing equalities mainstreaming initiatives, e.g. global citizenship, one planet schools, international education.</p> <p>Revise Education Authority Anti-Bullying Policy.</p>	<p>Increased level of achievement in schools.</p> <p>Decrease in exclusions related to bullying.</p>	<p>Educational opportunities are available to all pupils and community through programmes and mainstreaming initiatives.</p>

13.2 Appendix 2 – Some examples of collaborative work ongoing which supports Equalities within Aberdeenshire

13.2.1 Case Study – Huntly Community Allotments and the Learning Kitchen

The Allotments project was led by The Rotary Club of Huntly. It worked in partnership with Aberdeenshire Council and others including Huntly Mental Health Limited to provide allotments for general public use but also for use by groups. The land was provided by the Council. There is an opportunity for all ages and abilities to be part of this work. It links with the provision of a Learning Kitchen in another Council facility in Garioch which offers training in cooking skills and confidence building to people who are or feel excluded.

The Allotments and the Learning Kitchen are accessible to all as the Learning Kitchen has wheelchair friendly facilities. Community Planning Partners and the voluntary /community sector work as members of a Health and Wellbeing Network in Huntly to create a holistic approach to dealing with health and other inequalities. An Employability Group is also working in Huntly to improve the opportunity for employment for young people particularly.

Assets like the Learning Kitchen and the Allotments are used to increase self esteem and core skills, encouraging the users to achieve.

13.2.2 Case Study – Marr Youth Action Plan

The Marr Community Planning Group chaired by the Council's Marr Area Manager sponsored work to engage with young people and with community activists to create a Youth Action Plan for the Marr Area. The work was led by Community Learning and Development but all of the partners were enthusiastically involved in helping young people get their voice heard. Young people came to the Area's ward forums to explain their thoughts and lobby for improvements to community activists and the statutory partners. The result was a young person led Youth Action Plan which is in the process of being delivered.

An unexpected impact was a much improved relationship between young people on youth forums and community organisations. Young folk have been asked to join community councils and co-option arrangements have been put in place to allow under 18s to join and participate. A range of projects have been delivered with support from the Council and its partners including the provision of youth shelters.



13.2.3 Case Study – Employability Unit

The 'Single Employability Unit' has been reviewed and is now to be known as the Council's Employability Hub – it has a post that co-ordinates the activities of the various services involved so that we can ensure a joined-up approach to the issue.

13.2.4 Case Study – Fairtrade Zone

Aberdeenshire has succeeded in achieving Fairtrade Zone status after the application was approved by the Fairtrade Foundation. 'Aberdeenshire a Fairtrade Zone' – equates to seeking equality for those communities that are affected by our procurement purchases.

Although the Fairtrade Zone status has been achieved, this still allows individual communities, organisations, schools and companies to make a commitment to Fairtrade. One way is to become a Fairtrade Town and a number of groups, such as in Banchory and Stonehaven to name a few, are working towards this. Fairtrade Town activity is more manageable at a local level and helps to give a clear community focus.

13.2.5 Case Study – Operation Hotspur

Aberdeenshire Council works in partnership with other agencies on a number of projects to promote inclusion. Operation Hotspur was initially rolled out throughout Aberdeenshire; it was an initiative between Grampian Police and Substance Misuse Services (CSMS) for young people.

Its aim is to utilise a partnership approach. It was the intention to provide both a clear message of enforcement whilst at the same time to provide opportunities for those involved in substance misuse to access services and to assist in changing their lifestyle and pursue a joint approach between Grampian Police and the CSMS can help increase the probability of clients breaking the vicious cycle of committing crime due to their substance misuse issue.

13.2.6 Case studies – Promoting Inclusion

There are a number of projects ongoing to work with different groups to promote inclusion.

- ... In South Aberdeenshire the Deeside Mental Health Association, a local charity, provides support groups for people recovering from mental health problems. The Association is always exploring new ideas for positive activities and group members identified a shared interest in exploring the arts with a particular interest in photography. This is supported by a number of professionals both in mental health and in photography. External funding has been secured with the assistance of Aberdeenshire Council Arts Officer.
- ... In Inverurie, local groups and professional artists in Garioch have collaborated on a project to identify and capture the barriers faced by people in their local communities and are set to put Inverurie on the UK's map of social inclusion. Inverurie Health Improvement Group's 'Opening Up' project aims to promote social inclusion in the area and the first phase of the project has resulted in a DVD and online film which includes the creative work of around 70 participants. The contributors include older people, young people with disabilities and people with mental health or substance misuse issues who have portrayed their experiences of day-to-day life, including their use of local shops and services. The film and next stage of the project aims to get communities to accept the differences between people from different groups.

13.2.7 Case Study – Life through a Lens Project in Formartine Area

The project in partnership with Community Learning and Development (CLD), Arts Development and Community Planning is called 'Life through a Lens'. The project built upon the 'with inclusion in mind' events held through Aberdeenshire in 2009. The project brought together those with an interest in photography and/ or people who are experiencing



social isolation in the Ellon community. A number of people participated in this project and photography was used to capture barriers to everyday isolation and those with protected characteristics were also involved in the project, e.g. disability and age. The aim of the project was to highlight to councillors the barriers people face

The project held a photography exhibition and councillors were invited along. Participants who were involved are keen to continue as a group and meet with the support of CLD. The project employed a professional artist to work with participants and to develop their photography and social skills. It is anticipated that the exhibition will be displayed at the Council's Headquarters.

13.2.8 Case Study – Minority Ethnic Outreach Worker

We have a Service Level Agreement with four local Registered Social Landlords in the area. Together they employ a Minority Ethnic Outreach Worker (MEOW). The MEOW sets up regular housing drop-in sessions at places of employment and community facilities throughout Aberdeenshire.

The main objective of the out-reach post is to:

Improve partnership working between housing providers, support organisations and other agencies to develop and continuously improve the quality of housing services available in Aberdeenshire for minority ethnic communities, seek to prevent and reduce homelessness amongst minority ethnic communities and provide training and support to voluntary organisations in order for them to provide general housing advice and 'signposting' information.

13.3 Appendix 3 – Service Delivery which supports Equalities within Aberdeenshire

13.3.1 Housing

Housing publications such as the Tenants Handbook and Tenants' Newsletter have contacts for Large Print, Braille and languages of main ethnic groups in the area.

A Sheltered Housing service review surveyed and consulted with tenants (mainly older people) regarding new service delivery. This resulted in cleaning services being provided in-house rather than tendered. A Sheltered Housing Tenants' Forum is being set up to represent specifically the views of sheltered housing tenants. There is an annual budget to provide equipment and adaptations, to enable (older) people to remain in their homes,

There is a range of work ongoing to meet the needs of a variety of groups with protected characteristics, including those from ethnic minorities, Gypsies/ Travellers etc. Aberdeenshire has a service level agreement with Grampian Regional Equality Council (GREC) for the provision of liaison services with the Gypsy/Traveller community through a Gypsy/Traveller Liaison Worker (GTLW). The GTLW helps identify the needs of Gypsies/Travellers and works closely with council services in addressing these needs and in dealing with issues arising from unauthorised encampments.

The Housing Service records all incidents of anti-social behaviour nature. This information is used to populate Prejudice Incident Report Forms and monitor incidents of Hate Crime.

13.3.2 Environmental Health – Gypsy/ Travellers

The role of Environmental Health in relation to Gypsies/Travellers is essentially one of managing unauthorised encampments from a public health perspective. Environmental Health also provides support for Gypsies/ Travellers, along with other Council Services through the Council's Gypsy/ Traveller Officer Group (GTOG) and Action Plan.



13.3.3 Infrastructure

Disability Access Compliance

The Equality Act compliance works is part of the 'Footways' works within the maintenance programme. There is a rolling programme which was agreed with certain disability groups and is concentrating on town centre improvements such as dropped kerbs and tactile pavements

Property service employees are trained to carry out access audits which enables a list of remedial works to be compiled. Funding has been allocated to a programme of remedial works in the capital plan, which is now 90% complete. The remaining 10% will be completed as the office accommodation realisation programme is rolled out.

Disabled Go

Property and Planning are working with Disabled Go to get some of our properties and non-Council buildings/facilities surveyed with a view to providing a clearer picture of access issues. It provides people with a fuller picture of what they can expect before they arrive at the various properties. Funding has been obtained for the next 4 - 5 years along with private sector sponsorship which will enable us to take this forward in partnership to enhance the information available.

Access Panels

The three Aberdeenshire Access Panels work across the area to try and remove the barriers to the full social inclusion of people affected by disability. The Scottish Disability Equality Forum acts as an umbrella body for the Access Panels. They campaign for, and advise on, improved access for disabled people to the built environment throughout Aberdeenshire and provide an information service for disabled people everywhere. The Council provides support to these groups through the provision of a part-time employee to help with communications, information provision and facilitating meetings.

Aberdeenshire Community Transport Initiative (ACTI)

Aberdeenshire Community Transport Initiative (ACTI) grants provide funding of up to 75% of project costs for the provision of community based rural passenger transport such as community buses, dial-a-trip services and voluntary car schemes. ACTI currently provides grant funding to seven local groups. The budget for 2012/13 is £363K per annum. These groups provide services to help address issues associated with rural isolation that affects less mobile groups such as the very young, older people and disabled people.

There are other initiatives within the Local Transport Strategy which attempt to deal with cross-cutting accessibility issues that affect a number of groups. They include the low floor bus initiative which aimed to operate low floor buses on all town services in Aberdeenshire by 2010. This has been achieved. This makes it easier to get on and off buses for older people, disabled people as well as people with prams etc.

13.4 Appendix 4 – Aberdeenshire Council's Workforce Profile

As at December 2012, 17,432¹ people were employed by Aberdeenshire Council.

The information in this section refers to all employees of Aberdeenshire Council. Information is expressed as a percentage of employees with each protected characteristic and has been rounded up or down where less than 1%, therefore there will be slight variances in totals.

The sections on training, leavers and general employee data are generated from our Human Resources Information system. The data on recruitment is obtained from the iGRasp database, the Scottish public authority recruitment tool.

We started gathering equality data on the protected characteristic of transgender in 2012 in recruitment and this will be contained in our next report.

1 Report revised in May 2015.



Further work is required to improve our data capture, however where we have some information, this is reported, for example:

... **Promotion:** This is based on employees' own assessments of whether the post they have been appointed to is a promotion and is not necessarily based on an increase in grade or status.

... **Training:** The information does not account for all training that is available to employees. It includes: elearning modules offered by the Learning and Development Team and also workshops and courses bookable through the Learning and Development Team's pages on the Council's intranet. It does not include any additional training that may be arranged.

This is our first report and we will work to improve and expand the data we capture to better inform our next report.

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 a question, the second is where the employee has filled in the 'no declaration' section of the form. Prior to our next report we will take steps to encourage employees to provide as much information as possible to help us to gain a better understanding of our workforce profile.

This report 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 Relief Pupil Support Assistant and Leisure Attendant. During the report incumbencies are referred to as 'employee data' or 'employees.'

13.4.1 Combined Workforce Profile

Age

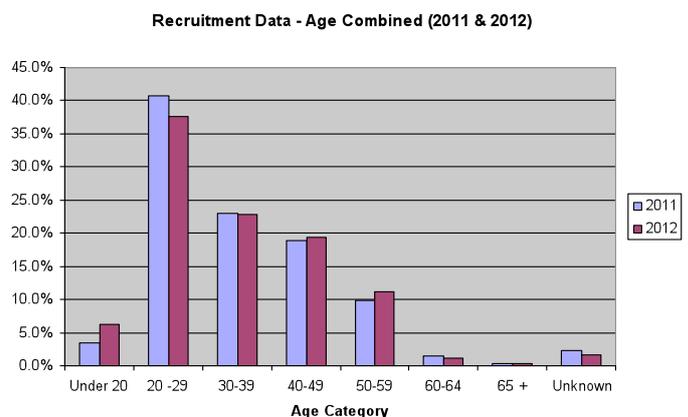
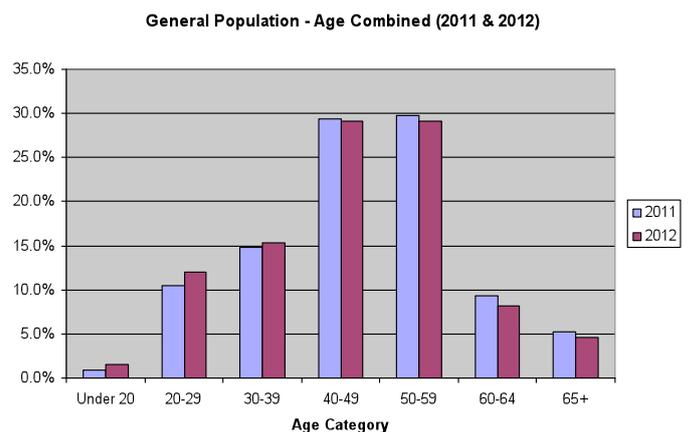
Approximately 58% of employees are in the age range 40 to 59.

The percentage of employees over the age of 65 declined between 2011 and 2012, from 5.6% to

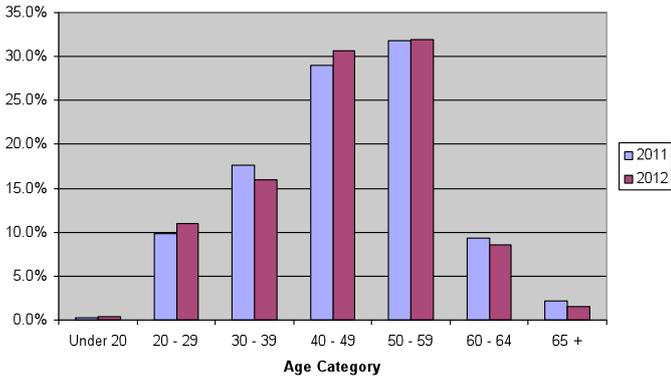
4.3%. The number of applicants for jobs over the age of 65 has been less than 1% over the same period. However with the lifting of the default retirement age this may change in future.

In 2012, 13.5% of employees were aged 16-29. The percentage of job applicants in the 16-29 age range increased in 2012 from 44.1% to 43.7% and 25.3% of job applicants in this age range were successful in 2012. The highest percentage of job applicants were aged between 20-29 during the reporting period.

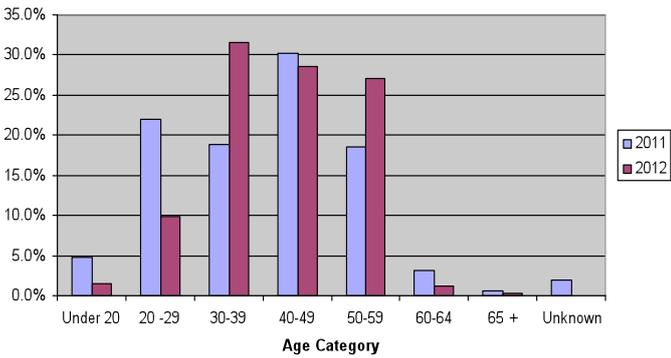
In the age range 16 – 20 the percentage of job applicants increased to 6.2% in 2012 and 3.4% of job applicants in this age range were successful. Modern Apprenticeships are being promoted to anyone under the age of 19 as well as being made available to applicants of all ages. Services are encouraged to fill current vacancies with Modern Apprenticeship posts.



Training Data - Age Combined (2011 & 2012)

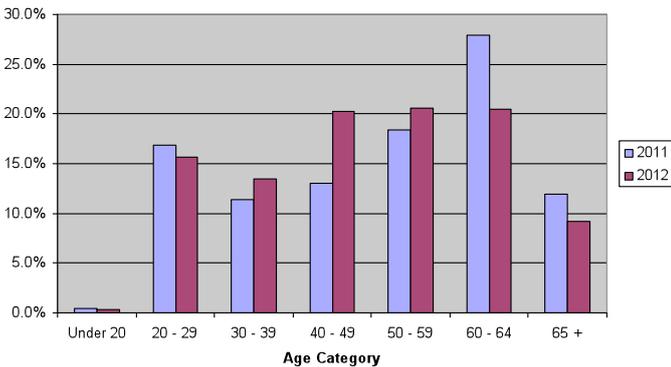


Successful in Promoted Post - Age Combined (2011 & 2012)



There was a slight decrease in the percentage of leavers in the age range 'under 20 to 29' and a decrease in leavers in the age range 60 to 65+. There was an increase in leavers in the age range 30-59 in 2012.

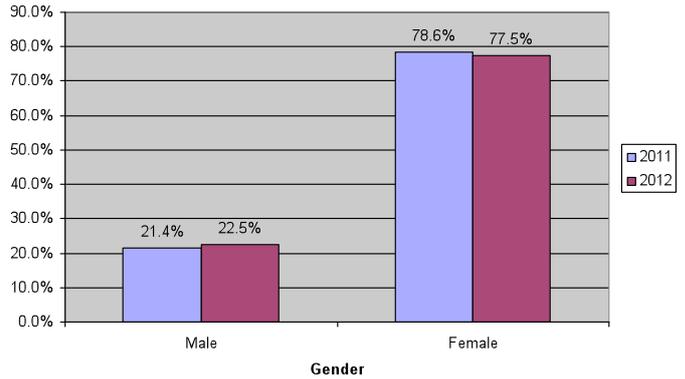
Leavers Data - Age Combined (2011 & 2012)



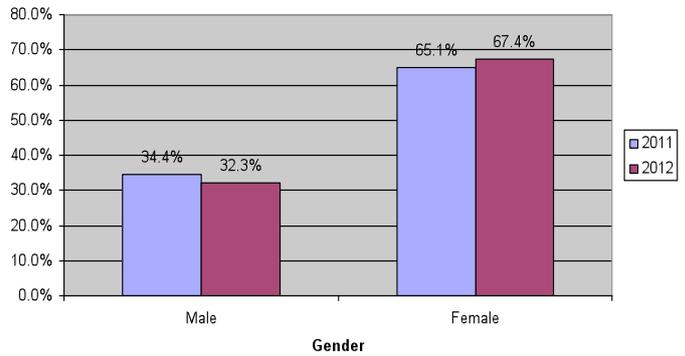
Gender

In 2012 female employees accounted for 77.5% of the workforce. The percentage of female employees in the workforce remains higher than the national trends within the public sector where the average percentage of women in the workforce is 64%. 67.4%¹ of applications for jobs were received from female applicants in 2012 and 74% of successful applicants were female.

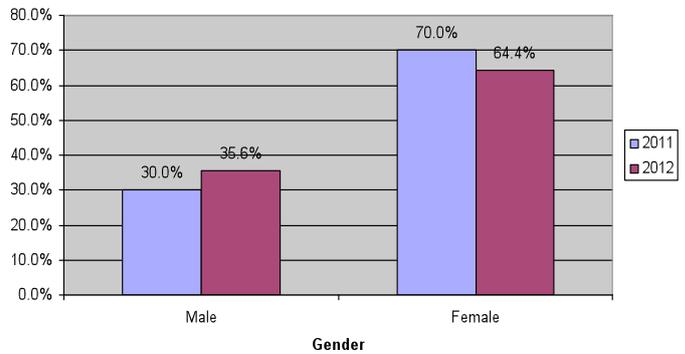
General Population - Gender Combined (2011 & 2012)



All Applicants - Gender Combined (2011 & 2012)



Training Data - Gender Combined (2011 & 2012)

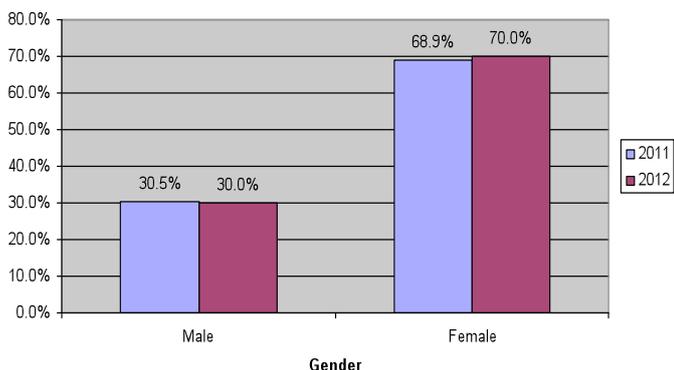


¹ The Scottish Government Equality Statement: Scotland's Budget 2011-2012



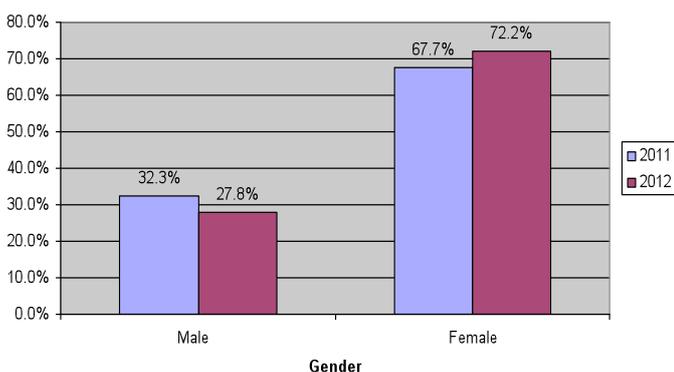
Of those employees who identified as being successful in a promoted post 30.0% were male.

Successful in Promoted Post - Gender Combined (2011 & 2012)



The highest percentage of leavers is female. There was a slight increase in the percentage of male employees in the Council during 2012.

Leavers - Gender Combined (2011 & 2012)



The percentage of men and women in top positions e.g. Head Teacher, Deputy Head Teacher, Service Manager and above:

Chief Officers, Senior Managers	2011	2012
Male	32.2%	30.3%
Female	67.8%	69.7%

Religion or Belief

29.8% of employees identified as Church of Scotland in 2012, and 44.2% as having a religion. After Christianity, other faiths at the Council each accounted for less than 1% which reflects the representation in the Scottish population in the 2001 Census. The population in Aberdeenshire increased by 9.1% between 2001 and 2012² which, in addition to the age of available census data is likely to make a comparison with the 2001 census unreliable. In our next report we will review the data against the 2011 census information.

Our leavers' profile for belief is similar to our employee belief profile in that the highest percentage of leavers identified as Church of Scotland or 'unknown'. Our recruitment system captures additional data to our HR systems, which are being up-graded. Where we have additional information in our recruitment system, this is ported. The upgrade to our HR systems should be completed prior to our next report. (See table overleaf)

Ethnic Origin

The majority of employees identify as White Scottish. White Scottish has reduced over the reporting period, and there has been an increase in employees identifying as White British. Ethnic minority groups each account for less than 1% of the workforce which is consistent with the 2001 census data. The population in Aberdeenshire has increased by 9.1% between 2001 and 2012² which, in addition to the age of available census data, is likely to make a comparison with the 2001 census unreliable. In our next report we will review the data against the 2011 census information.

Our recruitment system captures additional data to our HR systems, which are being upgraded. The leavers data profile is similar to the employee profile. The majority of leavers (over 65%) identified as White Scottish. Leavers who identified with ethnic minority groups totalled less than 1% in 2011 and 2012. (See table overleaf)

² Aberdeenshire Profile. July 2012. Aberdeenshire Council.



Religion or Belief	2011	2012	Recruitment Data 2011	Recruitment Data 2012
Agnostic	-	-	0.5%	0.0%
Atheist	-	-	0.8%	0.0%
Buddhist	0.2%	0.1%	0.2%	0.2%
Catholic	3.1%	3.1%	8.1%	6.2%
Church of Scotland	31.9%	29.8%	20.2%	24.9%
Hindu	0.0%	0.0%	2.4%	1.3%
Jewish	0.0%	0.0%	0.0%	0.1%
Muslim	0.4%	0.4%	1.3%	1.2%
No religion/belief	16.3%	16.0%	37.2%	41.3%
Other religion/belief	1.6%	1.5%	1.9%	2.0%
Protestant	5.5%	5.2%	2.1%	0.1%
Sikh	0.0%	0.0%	0.1%	0.2%
Humanist	-	-	0.4%	0.4%
Pagan	-	-	0.2%	0.2%
Other Christian	4.1%	4.1%	13.2%	12.9%
Unknown	36.9%	39.7%	11.3%	9.0%



Ethnic Origin	2011	2012	Recruitment Data 2011	Recruitment Data 2012
Asian Arab	-	-	0.1%	0.1%
Asian Chinese	0.1%	0.1%	0.2%	0.2%
Asian Indian	0.1%	0.1%	2.9%	2.0%
Asian Other inc Scottish	0.2%	0.3%	0.5%	0.4%
Asian Bangladeshi	0.0%	0.0%	0.4%	0.2%
Asian Pakistani	0.0%	0.0%	0.6%	0.5%
Black African	0.1%	0.2%	1.1%	0.7%
Caribbean	0.1%	0.0%	0.2%	0.2%
African Other	0.0%	0.0%	1.5%	2.1%
Black Other	0.0%	0.0%	0.2%	0.3%
Mixed	0.4%	0.4%	0.4%	0.7%
Gypsy/Traveller	0.0%	0.0%	N/A	0.01%
Other Ethnic Background	0.0%	0.0%	0.8%	0.9%
Polish	0.3%	0.4%	0.0%	1.2%
White British	7.2%	10.1%	14.8%	13.6%
White English	6.8%	6.2%	0.0%	0.0%
White Scottish	69.4%	65.8%	66.8%	68.2%
White Irish	0.3%	0.4%	1.5%	1.0%
White Northern Irish	0.4%	0.4%	0.0%	0.0%
White Welsh	0.5%	0.5%	0.0%	0.0%
White Eastern European	-	-	1.8%	2.5%
White Other	1.2%	1.2%	4.0%	3.4%
Unknown	12.8%	14.0%	2.3%	1.7%

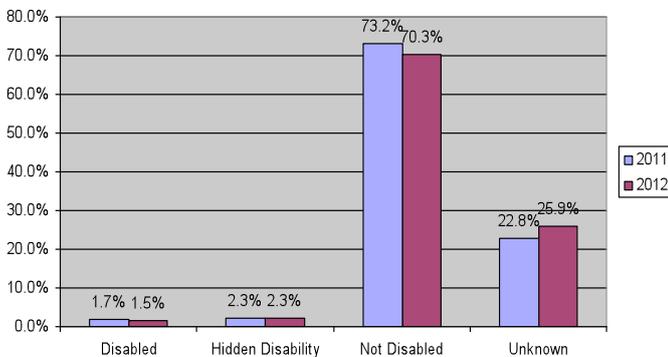


Disability

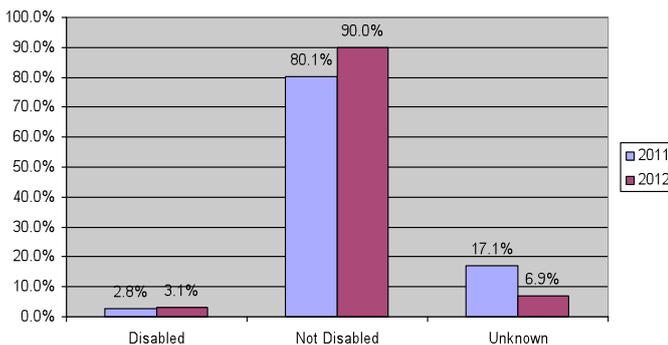
Less than 2% of the workforce identify as disabled and just over 2% as having a hidden disability. In 2012, 3.1% of job applicants identified as being disabled which is a slight increase on 2011 when 2.8% of applicants identified as disabled.

Within our Guaranteed Job Interview Scheme (GJIS) any applicant with a disability who meets the essential criteria for the post and has applied under this scheme will be invited to attend for interview. There was an increase in the number of successful job applicants with a disability in 2012. Further work is required to ensure there are no barriers affecting the success of applicants identifying as disabled.

General Population - Disability Combined (2011 & 2012)

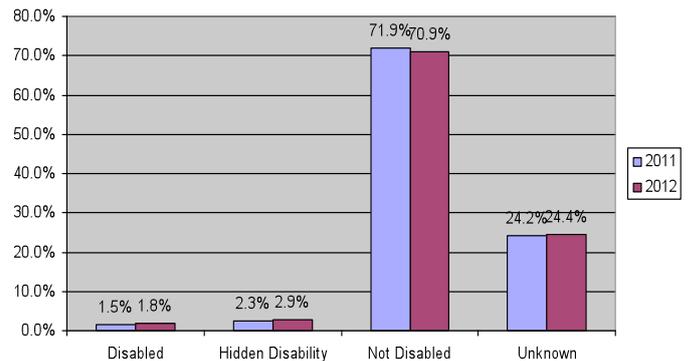


All Applicants - Disability Combined (2011 & 2012)

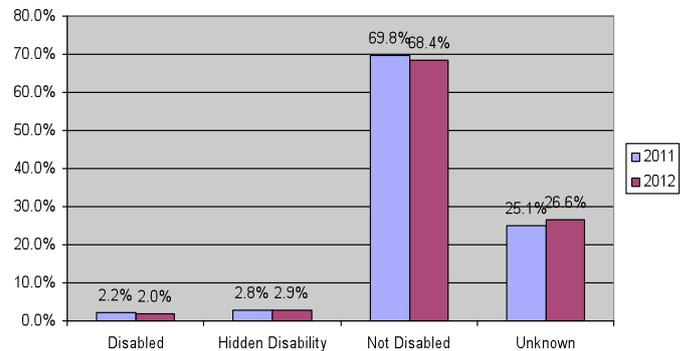


There was a very small increase in the number of employees undertaking training who identified as disabled. The percentage of applicants who identified as disabled and were successful in a promoted post was less than 1% for both 2011 and 2012. Due to the high level of 'unknowns' and the need to expand our data capture, this information is likely to be unreliable. Work will be undertaken to encourage reporting prior to the next report.

Training Data - Disability Combined (2011 & 2012)



Leavers - Disability Combined (2011 & 2012)



Sexual Orientation

1.1% of employees identified as either, lesbian, gay or bisexual in 2012 and a similar percentage of employees who identified as either lesbian, gay or bisexual undertook training during the reporting period. 1.5% of employees who reported they had been successful in a promoted post identified as either lesbian, gay or bisexual.



The percentage of job applicants who identified as lesbian, gay or bisexual was 2.2% in 2012. The percentage of adults identifying as gay/lesbian or bisexual in the United Kingdom in the Integrated Household Survey 2010 to 2011³ is reported as 1.5%.

Leavers who identified as bisexual, gay, or lesbian in total accounted for less than 1% of leavers in 2011 and 2012

13.5 Appendix 5 – Aberdeenshire Education Authority’s Workforce Profile

The following information is split between teaching and non teaching employees. In this section of the report there is no data relating to recruitment, promoted posts and training. With the introduction of a new information management system, scheduled for 2014, we should be in a better position to report separately under these headings.

In each case, the first set of information relates to employees who are on teaching terms and conditions.

The second set of information in each case is for non teaching employees. The figures for non teaching employees include employees who work in or with Schools but are not on teaching terms and conditions.

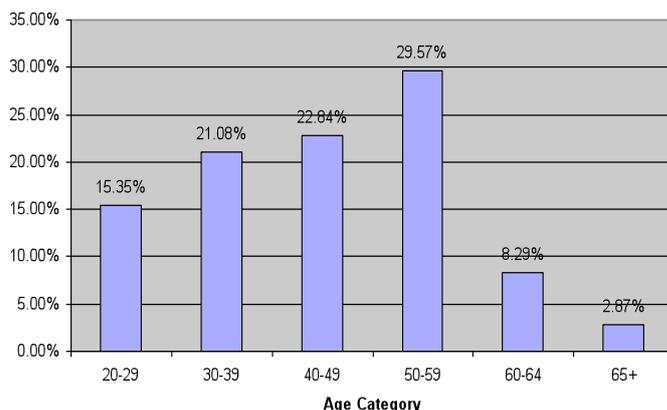
As with the combined employee data, percentages have been used as the data is based on incumbencies or ‘jobs’ and it is possible for an employee to hold more than one job with the Authority.

The information in this section is expressed as a percentage of employees with each characteristic and has been rounded up or down where less than 1%, therefore there will be slight variances in totals.

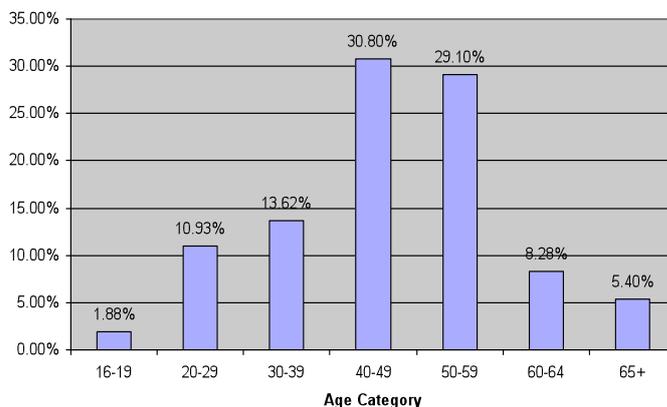
Age

There is a higher proportion of teaching employees under the age of 39 than non teaching employees.

Teaching Employees - Age (2012)

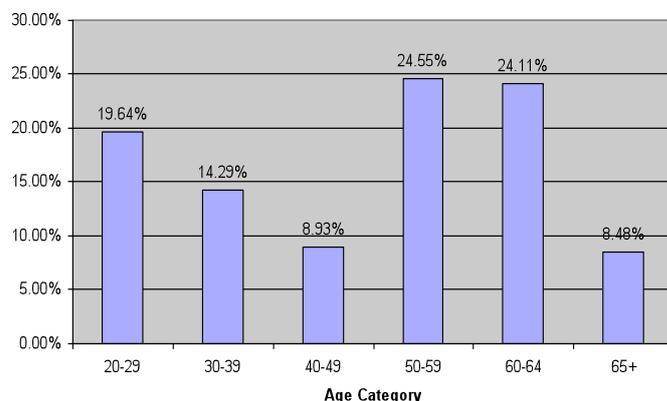


Non-Teaching Employees - Age (2012)



57% of teaching leavers were aged over 50. 48.17% of non teaching leavers were aged over 50. The highest percentage of leavers in the non teaching workforce was in the age range 40-49.

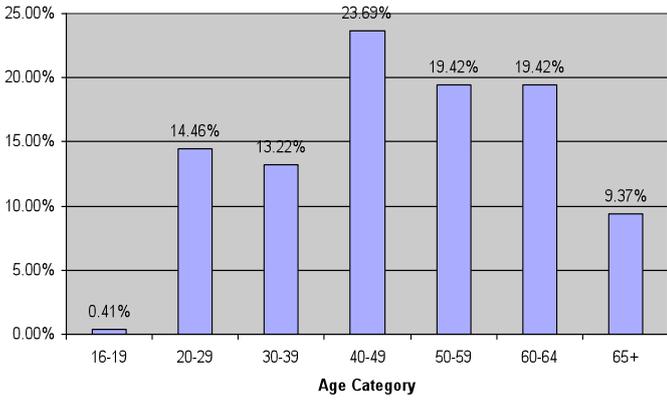
Teaching Leavers - Age (2012)



³ Office for National Statistics. Statistical Bulletin. Integrated Household Survey April 2010 to March 2011: Experimental Statistics.

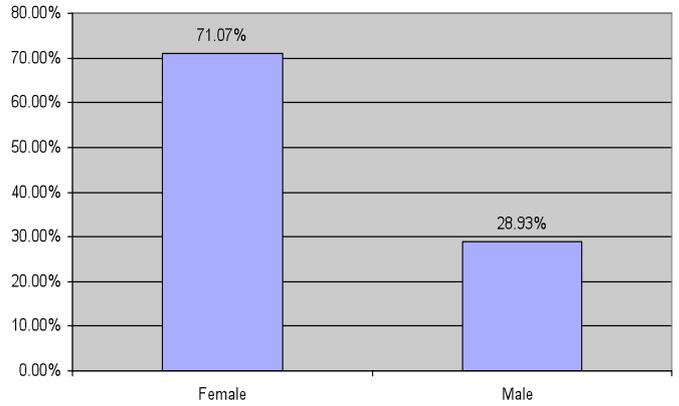


Non-Teaching Leavers - Age (2012)



In the teaching workforce profile just over 24% of leavers were male. In the non teaching workforce profile just under 29% of leavers were male.

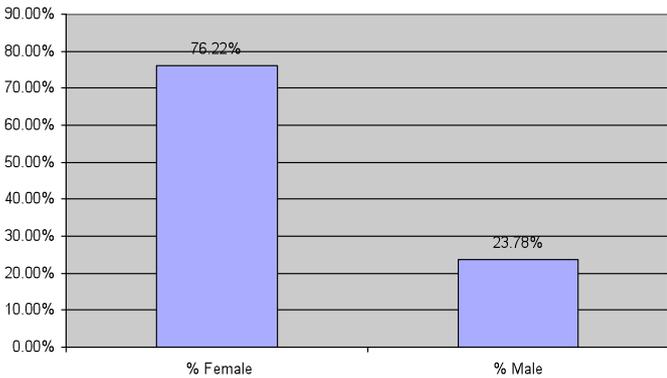
Non-Teaching Leavers - Gender (2012)



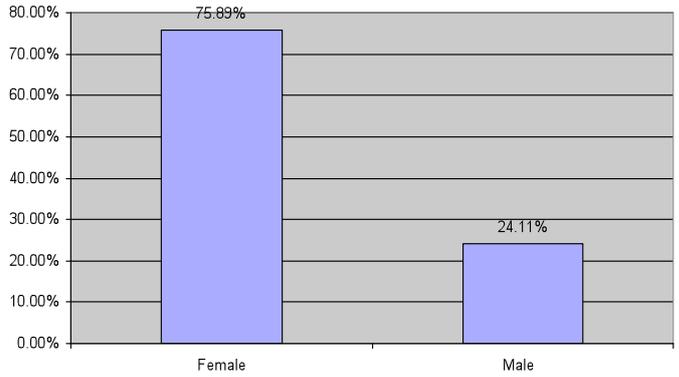
Gender

Just over 18 % of teaching employees in schools were male. 23.78% of non teaching employees were male.

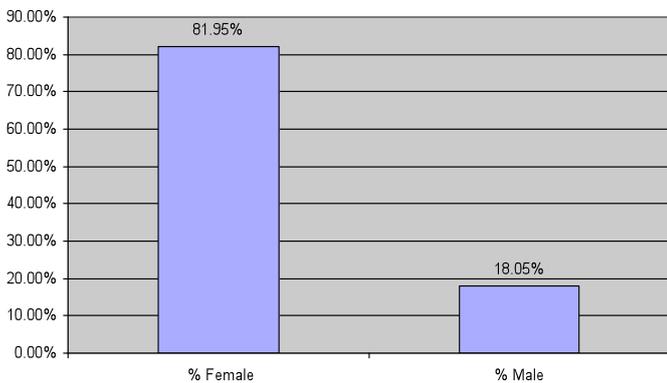
Non-Teaching Employees - Gender (2012)



Teaching Leavers - Gender (2012)



Teaching Employees - Gender (2012)



Gender: Senior Positions

80.55% of senior positions in schools i.e.: Head Teacher and Deputy Head Teacher are occupied by female employees. In the non teaching workforce profile 38.8% of senior positions i.e. Chief Officer, Service manager are occupied by female employees (see table overleaf).



TEACHING		NON-TEACHING	
Sex: Head Teacher, Deputy Head Teacher	Percentage 2012	Sex: Chief Officers, Service Managers	Percentage 2012
Female	80.5%	Female	38.8%
Male	19.4%	Male	61.1%

Religion or Belief

In both workforce profiles the highest percentage of employees and leavers identified as 'unknown'. Church of Scotland was the faith identified with the most. In our next report we will review the data against the 2011 census information.

Religion or Belief	Teaching Percentage	Non-Teaching Percentage	Teaching Leavers Percentage	Non-Teaching Leavers Percentage
Buddhist	0.2%	0.1%	0.5%	0.1%
Church of Scotland	26.0%	30.8%	23.2%	31.0%
Hindu	0.0%	0.0%	-	0.3%
Jewish	0.0%	0.0%	-	-
Muslim	0.3%	0.4%	1.3%	-
No religion/belief	13.0%	17.0%	20.1%	16.8%
Other	1.2%	1.5%	0.9%	1.1%
Other Christian	4.1%	4.1%	2.7%	3.6%
Protestant	5.6%	5.0%	4.5%	5.7%
Roman Catholic	3.7%	2.9%	1.3%	2.9%
Sikh	-	0.0%	-	-
Unknown	46.3%	37.8%	45.5%	38.6%



Ethnicity

The majority of employees in both profiles identified as White Scottish. Ethnic minority groups each accounted for less than 1%.

In our next report we will review the data against the 2011 census information.

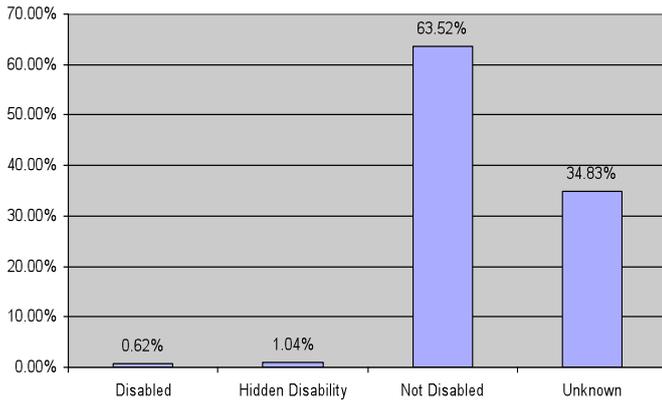
Ethnic Origin	Teaching Percentage 2012	Non-Teaching Percentage 2012	Teaching Leavers Percentage	Non-Teaching Leavers Percentage
Asian Bangladeshi	0.0%	0.0%	0.5%	-
Asian Chinese	0.1%	0.1%	-	-
Asian Indian	0.1%	0.1%	-	-
Asian other	0.1%	0.3%	-	0.3%
Asian Pakistani	-	0.0%	-	-
Asian Scottish	0.0%	0.0%	-	-
Black African	0.1%	0.2%	-	-
Black Caribbean	-	0.0%	-	0.1%
Black other	0.0%	0.0%	-	-
Gypsy/Traveller	0.1%	0.0%	-	-
Mixed/Other	0.4%	0.3%	0.5%	0.3%
Other ethnic	-	0.4%	-	-
Polish	0.2%	0.5%	-	0.1%
White British	12.9%	9.3%	4.5%	7.7%
White English	5.2%	6.5%	4.5%	7.4%
White Irish	0.5%	0.3%	-	0.4%
White Northern Irish	0.8%	0.3%	0.9%	0.4%
White Other	1.6%	1.0%	2.7%	1.1%
White Scottish	53.3%	69.4%	55.4%	69.0%
White Welsh	0.5%	0.5%	0.5%	0.4%
Unknown/no return	24.3%	11.0%	30.8%	12.9%



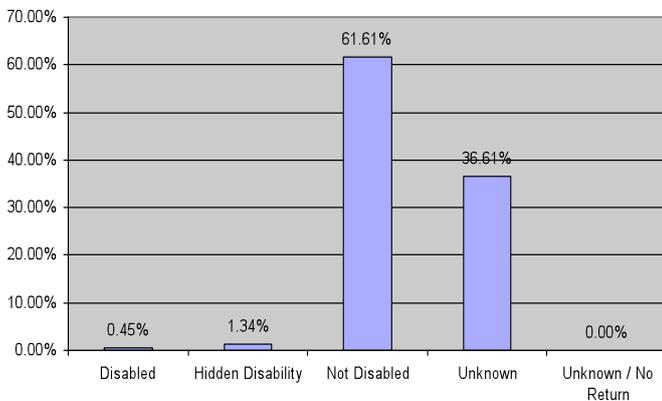
Disability

The percentage of teaching employees who identified as disabled or having a hidden disability was 1.66%. The percentage of teaching leavers who identified as disabled or having a hidden disability was 1.79%. Due to the high level of employees identifying as 'unknown,' the data is likely to be unreliable. Further work is required to encourage reporting in this area.

Teaching Employees - Disability (2012)

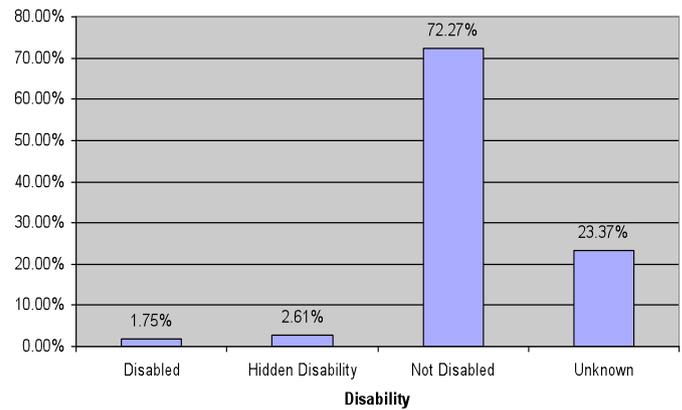


Teaching Leavers - Disability (2012)

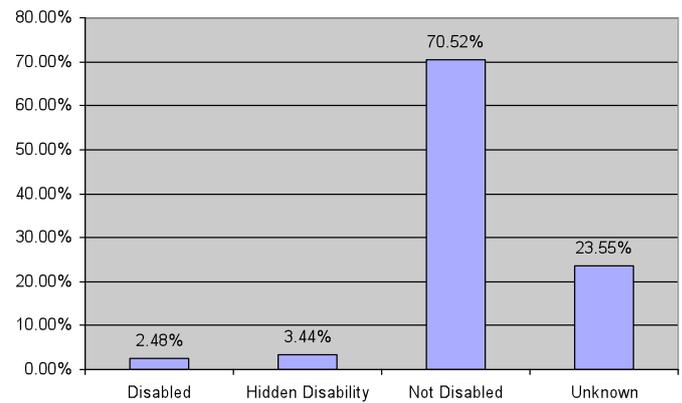


The percentage of non teaching employees who identified as disabled or having a hidden disability was 4.36%. The percentage of non teaching leavers who identified as disabled or having a hidden disability was 5.92%. Due to the high level of employees identifying as 'unknown,' the data is likely to be unreliable. Further work is required to encourage reporting in this area.

Non-Teaching Employees - Disability (2012)



Non-Teaching Leavers - Disability



Sexual Orientation

In the Integrated Household Survey 2010 to 2011⁴ the percentage of adults identifying as lesbian, gay or bisexual is reported as 1.5%. Just over 1% of the teaching workforce identified as either, lesbian, gay or bisexual in the reporting period and 43.7% identified as unknown. Just over 1% of the non teaching workforce identified as either lesbian gay or bisexual and 23.55% as unknown. Due to the high level of employees identifying as 'unknown,' the data is likely to be unreliable. Further work is required to encourage reporting in this area.

⁴ Office for National Statistics. Statistical Bulletin. Integrated Household Survey April 2010 to March 2011: Experimental Statistics.



13.6 Appendix 6 – Gender Pay Gap

This report 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 Relief Pupil Support Assistant and Leisure Attendant. During the report incumbencies are referred to as ‘employee data’ or ‘employees’.

The following information provides the policy, background, approach and detail of the pay gap calculations and Occupational Segregation required by recent legislation.

13.6.1 Pay Gap Information

Premise of Calculations:

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 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:

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

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

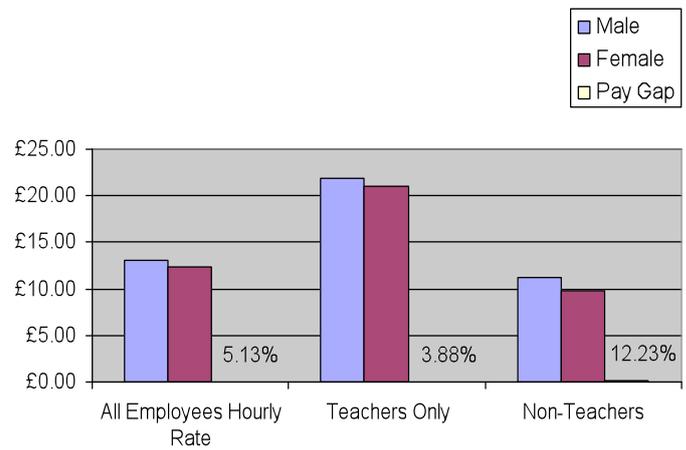
A = female average hourly rate

B = male average hourly rate

Chart Details

The information in the chart below shows the average hourly rates 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.

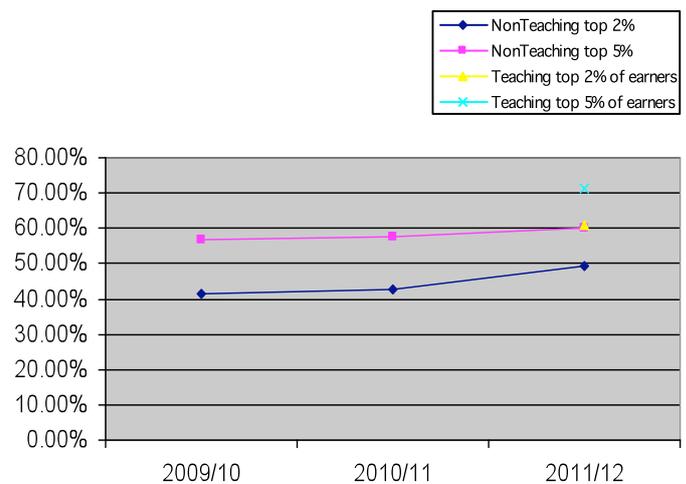
Average Hourly Rates and Pay Gap



Top Earner Information

The chart below shows the number of female employees in the top 2% and 5% of earners in the Council. It shows female employees who are not Teachers and female employees who are Teachers.

Female Percentage of Top Earners



The statutory performance indicators for non teaching employees at Aberdeenshire Council were the third and first, for the 2% and 5% figures respectively, of all Scottish councils in 2012.



13.7 Appendix 7 – Equal Pay Statement and Occupational Segregation

13.7.1 Equal Pay Statement

This Equal Pay Statement is 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 between men and women.

The Council aims to eliminate any sex bias in its pay structures, systems and conditions of service and recognises that avoiding unfair discrimination will improve the morale and retention of its workforce, improve efficiency and contribute to ensuring that it is an employer of choice. In formulating its pay structures, systems and conditions of service the Council will observe the legal rights of men and women under both domestic and European law.

It is important that the Council has fair, equitable and transparent pay structures, systems and conditions of service and that employees have confidence that sex 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 and work in partnership with recognised trade unions to eliminate any unfair or unlawful practices that impact on pay and take appropriate remedial action.

Our objectives are to:

- ... Eliminate any unfair, unjust or unlawful practices that impact on pay, and;
- ... Take appropriate remedial action.

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 2 years;
- ... Plan and implement required actions in partnership with trade union representatives;
- ... Provide training and guidance for those involved in determining pay;
- ... Inform employees of the method of determining pay levels and calculating payments;
- ... Respond to equal pay grievances.

13.7.2 Occupational Segregation

Employees have been divided into the following groups:

Teachers Including Educational Psychologists

This covers permanent and supply teaching employees, Educational Psychologists, Quality Improvement Officers and any school based teaching associations e.g. Instructors, Music Instructors, Probationary Teachers, 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, Admin Assistants & Officers, Customer Services, Registrars, Library Assistants, PAs and Secretaries.

Care Employees

This covers Homecarers 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, 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 titles 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 Chief Executive, Area Managers, Directors, Heads of Services, Project Managers, Social Work Managers and Support Services Managers.

Professional & Technician posts

This covers the 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.

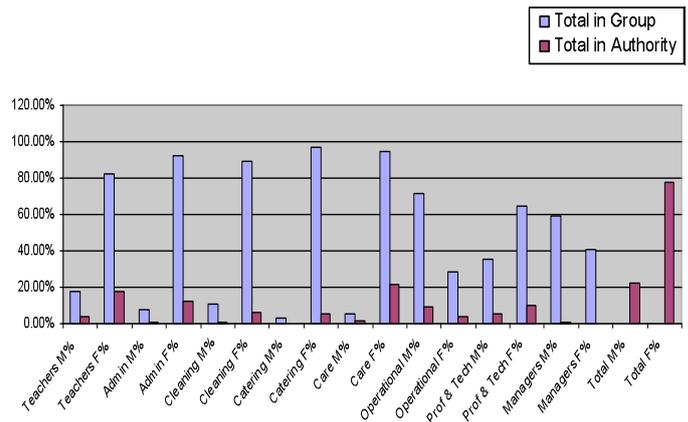
This covers post titles such as Mechanics, Time served people, School Caretakers, Janitors, Road workers, Landscape workers, Refuse Collectors, Dog Wardens, Drivers, Building maintenance, Roads and Property Inspectors.

Charts

The following graphs are presented in addition to the table (Appendix 7.1) which has more detailed information suitable for in-depth consideration.

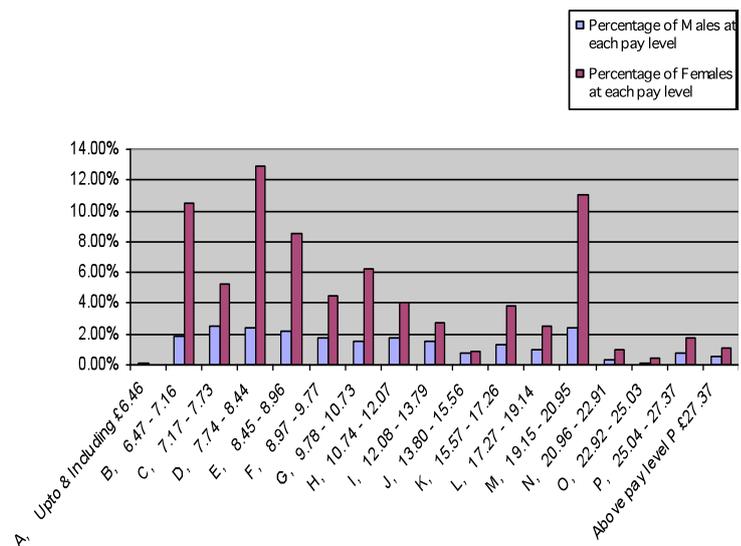
The first chart shows in blue the gender split in each of the segregation groups. The total for each group is shown in red and is the percentage for the whole authority.

Percentage of Genders in groups



This next chart displays the gender split in relation to pay. Teachers pay has been included in these levels.

Gender Percentages at each pay level



This information is used to monitor significant operational groups in the context of developments surrounding the living wage as it applies in Scotland.

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

All professions within Aberdeenshire may be subject to turnover and retention issues, including those specifically associated with local employment factors. Monitoring of pay in these areas is undertaken to ensure competitiveness and equality in recruitment.

Operational, craft and physical areas, although traditionally male biased, may see significant changes related to oil related opportunities and large scale geographical roads developments which may impact on Aberdeenshire.

Care and admin groups are significantly female biased and monitoring of general trends will/is taking place.

Aberdeenshire 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, Learning & Leisure. This however means that support staff and centrally based staff cannot be satisfactorily split into education or other LA functions. The EHRC guidance states a requirement to separate Education from other local authority employee information. To support the EHRC requirements and produce useable and auditable records we have produced the information relating to teaching employees separate from all other employees.

Future Requirements

No specific targets are identified other than the continuing drive to encourage males to apply for primary school teacher posts, administrative positions and enter the care professions.

Conversely Aberdeenshire has been seeking to recruit females into areas such as craft workers, landscape and waste environments and other traditionally male roles such as LGV drivers and technical professions.

The statistical breakdown is as follows:

Table (*overleaf*) using Aberdeenshire's current pay grades or equivalent to show distribution of earnings in professional segregation.



Table using Aberdeenshire's current pay grades or equivalent to show distribution of earnings in professional segregation.

Grade, £ Hourly Rate	Teachers incl Educational Psychologists		Clerical & Admin type duties		Cleaning Employees		Catering Employees		Care Services		Operational, Craft and Physical type duties		Professional & Technical Posts		Managerial Posts		Total in Authority	
	M %	F %	M %	F %	M %	F%	M %	F %	M %	F %	M %	F %	M %	F%	M %	F %	M %	F %
A Up to & Including 6.46			0.00	0.04							0.43	0.17					0.06	0.03
B 6.47 - 7.16					9.35	85.48	1.76	66.96	1.00	1.58	6.72	5.68					1.86	10.51
C 7.17 - 7.73					0.92	2.09	0.00	6.28	0.90	11.40	16.79	16.40					2.50	5.27
D 7.74 - 8.44			3.33	47.74	0.17	1.09			0.35	25.43	13.58	3.77	0.19	0.11			2.37	12.88
E 8.45 - 8.96			0.73	9.87			0.44	6.17	1.43	27.36	9.98	0.48	2.35	3.28			2.14	8.52
F 8.97 - 9.77			0.68	18.21			0.22	16.74	0.60	4.85	10.76	0.26	0.26	0.19			1.71	4.51
G 9.78 - 10.73			0.94	8.29			0.11	0.33	0.43	9.85	1.39	1.34	7.47	17.32			1.57	6.25
H 10.74 - 12.07			0.34	4.53	0.08	0.33	0.00	0.33	0.68	10.80	8.11	0.26	2.69	5.86			1.70	4.08
I 12.08 - 13.79	0.65	3.27	0.60	2.35					0.18	2.73	3.38	0.04	5.08	6.91			1.50	2.74
J 13.80 - 15.56	0.18	0.29	0.38	0.60	0.17	0.25	0.11	0.44	0.03	0.43	0.39	0.00	3.62	4.03			0.73	0.90
K 15.57 - 17.26	1.26	5.76									0.04	0.00	6.49	16.61			1.28	3.83
L 17.27 - 19.14	1.57	6.88	0.43	0.94									3.51	5.67			0.94	2.52
M 19.15 - 20.95	8.71	47.58			0.08	0.00							3.25	3.99			2.42	11.08
N 20.96 - 22.91	0.94	4.16					0.11	0.00					0.67	0.45	5.17	5.17	0.35	1.02
O 22.92 - 25.03	0.39	2.09															0.09	0.46
P 25.04 - 27.37	2.25	7.14													36.21	25.86	0.74	1.74
Above pay level P 27.37	1.96	4.89													18.10	9.48	0.55	1.14
Total in Group	17.93	82.07	7.44	92.56	10.77	89.23	2.75	97.25	5.58	94.42	71.58	28.42	35.57	64.43	59.48	40.52	22.50	77.50
Total in Authority	3.94	18.06	1.00	12.47	0.74	6.16	0.14	5.08	1.28	21.74	9.50	3.77	5.49	9.94	0.40	0.27		

Occupational Segregation: M % = Percentage of Male Employees, F % = Percentage of Female Employees. File Ref: G:\HRM\T&C\Equalities\XPMX_10Jan12 average pay calcs.xls



Equalities – it runs through everything we do

www.aberdeenshire.gov.uk/equalities