



# **Annual Equality Report 2015**

**Orkney Islands Council and  
Education Authority  
and  
Orkney Islands Area Licensing  
Board**

All our written information can be made available, on request, in a range of different formats and languages. If you would like this document in any other language or format please contact Marie Love, Policy Officer (Equalities) on 01856 873535 or email <mailto:marie.love@orkney.gov.uk>

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## Executive Summary

This report has been produced jointly by us to explain how we actively promote equality and integrate it into all our work, as employers and as service providers.

Like all public bodies we have a general equality duty to eliminate discrimination, advance equality of opportunity and foster good relations. We also have specific legal duties; these include publishing employment information and reporting on how we are integrating equality into our work.

We are committed to equality and all our employees and decision makers have a part to play in ensuring that we deliver it.

We also work closely with our partners within the Orkney Community Planning Partnership where Orkney Equality Forum has responsibility for national outcome 7 in our Single Outcome Agreement with the Scottish Government: We have tackled the significant inequalities in Scottish society. Our education services are founded on inclusive values and the vision that we want the best for everyone to ensure that children and young people get the best start in life.

As an employer we are committed to being fair and inclusive. We have gathered a wide range of employment information and the main findings are:

1. The number of staff in post as at 31 December 2014 was 2,678 including relief workers. This is made up of 2,313 non-teaching staff and 365 teachers. (Without relief workers the total is 2,131 made up of 1,840 non-teaching staff and 291 teachers.)
2. During 2014, we received a total of 4,279 non-teaching applications and 241 teaching applications. Of these, 1,509 non-teaching and 157 teaching candidates were called for interview and 640 non-teaching appointments and 59 teaching appointments were made in 2014.
3. During 2014, there were 348 non-teaching new starts and 55 new start teachers; 313 non-teaching staff and 41 teachers left the Council during the same period.
4. The figures for grievances, disciplinary and dignity at work cases show no indication of discrimination involving any particular equality strand. The relatively low level of grievances reflects our approach of having grievances resolved, wherever possible, informally at local level.
5. We are proud to be a 'two ticks' employer which means we make certain commitments regarding the recruitment, employment, retention and career development of disabled people. 2.94% of our non-teaching staff indicated they have a disability.
6. The Church of Scotland has the largest number of followers among non-teaching staff (21.05%) and 20.36% indicated that they have no religion.
7. The Church of Scotland has the largest number of followers among teachers (16.16%) and the same number of teachers indicated that they have no religion or faith.

8. Figures have been collected and analysed for sexual orientation and gender reassignment but have not been published because of the low numbers.

9. 27.28% of the population of Orkney is 60 years of age or older. Among non-teaching staff the largest percentage (31.86%) is in the 45 to 54 age group. The largest percentage of teachers (26.58%) is within the same group. The highest number of new starts for non-teaching staff at 26.44% was in the 45 to 54 age group and the highest number for teachers was in the 25 to 34 age group.

10. During 2014, 32 women started maternity leave and 38 were due to return from maternity leave. Of these, a small number chose not to come back and 10 made flexible working requests.

11. 31.43% of our non-teaching workforce and 31.23% of teachers are married or in a civil partnership.

12. In Scotland there are roughly equal numbers of males and females. Among non-teaching staff, 68.91% are female and 31.09% male. 75.89% of teachers are female and 24.11% male. This is reflective of trends within the public sector.

## Introduction

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. Our aim is that Orkney is a community where we all have the opportunity to fulfil our potential.

Orkney Islands Council (including the Education Authority) is the public body responsible for all local government services in Orkney. We have an impact on many aspects of everyday life and our activities touch the lives of everyone living in our island community, from schools to the care of older people. We have 21 councillors who meet regularly to make decisions about local services and about various aspects of life and these decisions are implemented by a workforce of just over 2,000 employees. We are the smallest local authority in Scotland.

Orkney Islands Area Licensing Board is constituted in terms of the Licensing (Scotland) Act 2005. We are made up of eight councillors and are entrusted with the administration of liquor licensing and with certain other statutory duties.

With equality at the heart of everything we do, we never forget that we are here to serve the public and have a big role to play in improving the quality of life enjoyed by people throughout the islands.

Like all public authorities we have legal requirements to publish a range of information relating to equalities. As well as showing statistics on our employees, this report will explain how we actively promote and integrate equality into our work and what progress we have made towards achieving our equality outcomes.

## A Profile of Orkney

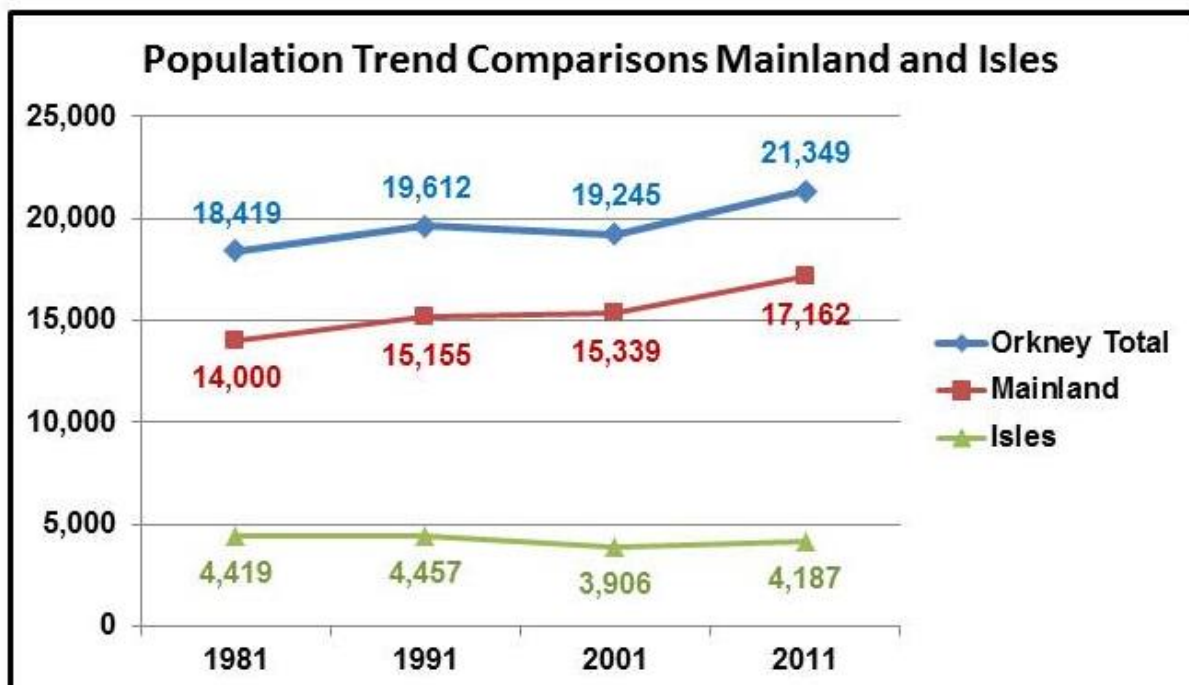
[\(Reference 1\)](#)

Orkney comprises 70 or so islands and skerries, of which up to 19 may be inhabited depending on the time of year. The total land area of approximately 1,000 square kilometres raises some of the best livestock in Scotland, and Orkney enjoys an outstanding natural environment with clean air and water, fine scenery, diverse wildlife and a unique cultural heritage. But Orkney is not immune to the difficulties facing other remote and rural communities, including under-employment, low wages, a high cost of living, limited affordable housing, fuel poverty and access to essential services.

Orkney Community Planning Partnership's Equality and Diversity Strategy [\(Reference 2\)](#) recognises that peripherality – being on the edge – is an equality issue in Orkney because access to goods and services can depend very much on where you live.

From a peak of 32,339 in the 1861 census, Orkney's resident population declined to a low of 17,077 in 1971. Since then, the population has recovered steadily. The natural growth rate (births minus deaths) is still negative, but birth numbers have been increasing and inward migration has boosted the population.

While the overall population may be growing, there has been a steady drift away from the isles towards mainland Orkney. In 1961, 28% of the total population lived on the isles, by 1981 this had fallen to 24% and by 2001 it was 20.4%. The 2011 census figures show a continuation of this trend at 19.6%.





The following table shows equalities Census data for Orkney for 2001 and 2011.  
(Note: percentages are rounded and may not sum to 100).

<b>Equalities census data for Orkney</b>					
	2001.	%.	2011.	%.	% change.
Total population.	19,245		21,349		10.93%
Population living on the Orkney mainland.	15,339	79.70%	17,162	80.39%	11.88%
Population living on the isles.	3,906	20.30%	4,187	19.61%	7.19%
Total male population.	9,497	49.35%	10,566	49.49%	11.26%
Total female population.	9,748	50.65%	10,783	50.51%	10.62%
Children (under 16).	3,840	19.95%	3,626	16.98%	-5.57%
Retirement age and over (65 and over).	3,804	19.77%	4,219	19.76%	10.91%
Average (median) age of the total population.	40		42.6		6.50%
Ethnicity:					
White Scottish.	16,193	84.14%	16,960	79.44%	4.74%
Other white: British / Irish / Other.	2,968	15.42%	4,233	19.83%	42.62%
All other (non-white) groups.	85	0.44%	156	0.73%	83.53%
Religion:					
Church of Scotland.	10,138	52.68%	8,619	40.37%	-14.98%
Roman Catholic / Other Christian.	2,202	11.44%	2,225	10.42%	1.04%
Other religion.	175	0.91%	215	1.01%	22.86%
None.	5,933	30.83%	8,363	39.17%	40.96%
No answer given.	799	4.15%	1,927	9.03%	141.18%
People with a limiting long-term illness.	3,354	17.43%	4,029	18.87%	20.13%
Carers (people who provide unpaid care).	1,706	8.86%	1,978	9.27%	15.94%
Source: General Register Office for Scotland, 2003 and 2013.					

According to the National Records of Scotland Demographic Factsheet [\(Reference 3\)](#) the population of Orkney accounts for 0.4% of the total population of Scotland.

## Legal context

The Equality Act 2010 introduced a single equality duty covering the nine protected characteristics of: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The single equality duty is in two parts: the general duty and the specific duties.

The general duty covers the whole of the UK. It came into effect on 6 April 2011 and requires public authorities to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation or other prohibited conduct.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not, by tackling prejudice and promoting understanding.

(Marriage and civil partnership is covered only by the first of these bullet points).

The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 came into force on 27 May 2012 and only apply to a certain number of listed public sector authorities in Scotland, including all local authorities, education authorities and licensing boards. The specific duties provide a framework to help public authorities meet their general duty.

The key legal duties are that public authorities must:

- Report on mainstreaming the equality duty.
- Publish equality outcomes and report progress.
- Assess and review policies and practices.
- Gather and use employment information.
- Publish gender pay gap information.
- Publish statements on equal pay.
- Consider award criteria and conditions in relation to public procurement.
- Publish in a manner that is accessible.

Local authorities, education authorities and licensing boards are listed separately in the Regulations. There is nothing in the Regulations which prevents joint publication of this report as long as those elements which fall on the Education Authority and Licensing Board can be distinguished from that of the Council. We have decided to publish together for the first time and, to comply with the Regulations, some of the information which relates only to the Education Authority or Licensing Board has been detailed separately.

## Policy Statement

We are committed to ensuring that equality and diversity are fundamental to everything we do as service providers and employers.

It is our aim to mainstream equalities to ensure access to all of those who would like to use our services and to develop a culture of continuous improvement in service provision. Promoting equality means recognising that everyone has different needs and taking positive action to ensure that everyone is able to participate in society.

Everyone has the right to be treated fairly, whether at work or when using services.

## Mainstreaming Equality

This report will show what action we are taking to mainstream equality.

Mainstreaming is an approach to delivering equality within an organisation. It is primarily a long-term strategy aimed at ensuring that equality principles and practices are integrated into every aspect of an organisation from the outset. The focus should not only be internal (mainstreaming equality principles into procedures and systems) but also external (mainstreaming equality principles into policies and customer service delivery). Mainstreaming provides a framework that facilitates and complements equalities legislation and other equality measures.

This simply means integrating equality into our day-to-day work. We take equality and fairness into account in the way we go about our business when acting as an employer, when planning and providing services and when making decisions.

Mainstreaming ensures that equality becomes part of our culture. This benefits both employees and service users who know that they will be treated fairly, and contributes to a continuous improvement and better performance.

Reporting on mainstreaming helps us to demonstrate the ways we are fulfilling our general equality duty. The following sections give examples of how we do this.

## Mainstreaming Equality in the Council

### Vision and Values

Our Plan 2013 - 18 was developed through a process which considered the needs and rights of many different members of our community. It describes our ambitions and our values, one of which is: Promoting equality and fairness to encourage services to provide equal opportunities for everyone. This value is fundamental to all that we do. The plan explains that, 'Equality is at the heart of everything we do. For every priority and every target we will ensure equal opportunity and fairness are truly considered.'

Our mission statement is, '**Working together for a better Orkney**'.

We value the contribution everyone makes to the distinctiveness of Orkney and want Orkney to be a community where we all have the opportunity to fulfil our potential.

## Raising and Maintaining Awareness

It is important that staff and elected members are aware of the general equality duty so that it is considered in our work. We ensure that we supply appropriate information and use a combination of methods to build and maintain awareness including:

- Briefings for elected members.
- Briefings for Senior Management Team.
- Information to key contacts within the Council.
- Items and updates on our staff information portal and website.
- Inclusion within performance review and development.

We also carry out awareness raising on national and local equalities issues. For example, we have signed the See Me pledge and during Scottish Mental Health Week each year we circulate information from the See Me campaign to employees and elected members. See me is Scotland's national campaign to end the stigma of mental ill-health. In October 2013 we were delighted to host an event during Scottish Mental Health Week when we were joined by representatives of Orkney Blide Trust, Orkney Minds, the Community Mental Health Team and Orkney Alcohol Counselling and Advisory Service. All councillors and staff were invited to the event which included a drop-in awareness raising and information sharing session as well as a range of presentations.



Orkney Blide Trust is a community organisation that provide a range of services to support those affected by mental ill health and Orkney Minds is a local group made up of people with a real interest in mental health issues as well as users of mental health services

Equalities is an item that is regularly discussed in team meetings within a range of service areas within the Council, which ensures it remains a live issue, and is a standing item on the agenda for the Council's Performance and Risk Management

Team meetings. In other areas equalities issues are discussed as they arise; this could be in relation to access to buildings or activities to ensure that an inclusive service is being offered or to take a more targeted approach. Work on raising and maintaining awareness of equalities issues will continue.

### **Learning and Development**

The Council provides a number of different courses and approaches to learning and development on equality and diversity. Equality and diversity is one of the core courses for new employees. As well as an iLearn course, training workshops for groups of staff are held. Training workshops have been developed on equality impact assessment and sessions are regularly held.

Following the Local Government Election in May 2012 an induction programme for all elected members and senior management team included a half day equalities workshop.

This ongoing work links to equality outcome 5 – Greater sensitivity by employees to the diversity of service users and colleagues and to equality issues.

### **Assessing Impact**

The Council has carried out equality impact assessments since 2008. These are carried out when we are developing any new policy, plan or function, or making changes to an existing policy, plan or function, including the reduction or termination of a service as well as during development of the Council's annual budget proposals. They identify any impacts on people or groups of people who possess any of the nine protected characteristics and on people who have caring responsibilities. Existing policies are screened when they are reviewed.

Equality impact assessments help ensure our services are fair. They provide an opportunity to stop or revise a policy or function which is potentially unfair or unlawful. They identify mitigating actions wherever possible to minimise any adverse impacts. They also identify opportunities for positive impacts such as advancing equality of opportunity and fostering good relations. We use internal and external data to provide evidence for the assessments and consult directly with equalities groups as required. Impact assessments are organic documents and are developed and added to as a project progresses.

Where an equality impact assessment has been carried out it is attached to any subsequent committee report. This ensures elected members are fully aware of any equality issues when considering a report. They are also aware of any cumulative effects on any of the protected characteristics of recommendations contained within a number of committee reports. The Equality and Human Rights Commission have had sight of our equality impact assessment form to quality assure it. Our Policy Officer (Equalities) provides guidance and advice to officers who need assistance during the process. Officers within Legal Services review every committee report that goes before members. As part of this they also consider whether or not an equality impact assessment is required to accompany the report. They also consider the details contained within assessments. This helps ensure that the Council takes equality issues into account to an appropriate extent.

Equality impact assessment is included in the equalities workshop as part of the induction programme for elected members and they have also been provided with briefing notes published by the Improvement Service and the Equality and Human Rights Commission on using the equality duties to support fair financial decisions.

Completed assessments are published on our website unless the document contains confidential information which could identify individuals. A redacted version may be provided upon request in those circumstances.

A workshop on equality impact assessment has been developed for staff who carry out assessments and training is provided regularly to groups of staff. In addition to this in-house training, in 2013 we hosted a specialist session on Decision Making and Equalities from a professional support lawyer from Dundas and Wilson in Edinburgh. The training, which was available to employees and councillors, emphasised the importance of equality considerations in decision making and gave an understanding of how to make fair decisions which take account of the public sector equality duties.

### **Policy, Procedure and Guidance**

Within HR and Performance we have started a programme of workshops / training events for staff to ensure that our human resource policies and procedures are understood. This includes training on our policies and procedures on Recruitment and Selection; Grievance; Managing Sickness Absence and Performance; Learning and Development; and Performance, Review and Development Training. We have also developed equalities monitoring forms for some of our activities. For example, when developing our new grievance policy we have included an equalities monitoring form. All our policies are reviewed as part of a rolling programme.

### **Accessibility**

All Council documents can be translated or made available in different formats or languages upon request. Signage to this effect is displayed within our Customer Services areas, on our website and on individual documents.

Many members of Orkney's local ethnic communities can speak English. However, to help those who cannot, we are contracted to a telephone interpretation service with Language Line, a company which can offer a 24 7 interpretation service in 150 languages and which only uses fully qualified interpreters.

In Housing Services we have our own Accessibility Policy and a staff procedure for providing information in other languages and formats and these were reviewed to ensure compliance with best practice and the Equality Act 2010.

A new sound system ensures debates in the Council Chamber are heard loud and clear, with special equipment available for people with hearing impairments. We also have portable induction loops which can be used in other parts of the Council building or at external premises. These provide hearing assistance to people who use hearing aids.

Our public gallery which overlooks the Chamber is not fully accessible as it is accessed by a small flight of stairs. We have a notice on our website advising of this and letting people know who to contact should they want us to make alternative arrangements. We do this by, for example, making arrangements for someone who uses a wheelchair to sit in the back of the Council Chamber. A guidance document has been developed for staff showing accessible routes through the main Council offices.

In 2014 the Council agreed to progress plans to broadcast Council meetings online. Equipment testing is being carried out to allow systems to be put in place to allow the introduction of audio casting over the internet. This will be beneficial for people with disabilities, older people and people in remote areas as it will mean they do not have to attend in person to hear a Council meeting.

The new Council building at the Pierhead in Stromness is the centre piece of the Council's Stromness Pierhead Regeneration Project. Construction of the new building was completed in the Autumn of 2014 and it will open shortly. The building, which is accessible, will bring together a range of services including customer service provision, a library, police counter provision, police office accommodation, meeting rooms available for public hire and office space for Council staff.

The majority of people with a sight problem can read written material without adaptation if it is clearly written. Information has been provided to employees on the Royal National Institute for the Blind Good Practice Guidelines on making information accessible for people with sight problems. While not legally binding, we ask employees to follow them as a matter of good practice.

Our Web Developer has developed a Web Accessibility Guidance to provide all document writers with a clear understanding of accessibility requirements and standards. The document extends to accessibility best practices that should be used to ensure our documents, as far as possible, conform to full web accessibility standards. Accessibility, when referring to the web, is the provision of documentation and other online materials that are usable and understandable by individuals with a broad range of cognitive, physical or technological abilities. The guidance document is designed to be used in conjunction with training provided by the Web Developer. When developing new policies and procedures we screen these to ensure they are accessible.

Our equality outcome 7 is that an increased proportion of Council communication adheres to the Principles of Inclusive Communication good practice standards published by the Scottish Government in 2011 through training and awareness raising.

## Consultation and Engagement

The Council has a well-developed range of consultation approaches based on partnership working and the National Standards for Community Engagement. The Orkney Community Planning Partnership developed guidance on consultation and engagement in 2009 and this was reviewed and updated in 2012 and again in 2014. The guidance has been produced to ensure that:

- Communities are placed at the heart of community planning.
- There is a co-ordinated approach to community engagement across the Partnership.
- Chosen methods of engagement are inclusive and appropriate for the purpose.
- Engagement activity follows best practice.
- Where possible, duplication and overlap are avoided.

Training sessions have been held for all members of the partnership and more advanced sessions for Council staff who carry out consultation and engagement are organised periodically to maintain levels of expertise.

The Partnership's fifth value is 'working with communities'. Orkney encompasses a complex network of interlocking communities. Geographic communities are represented by community councils, development trusts, community associations, hall committees, etc. Orkney's community council network is the most active in Scotland, with all 20 areas normally contested. Eleven local development trusts, each focused on one island or mainland locality, initiate and manage new community development, business ventures, social enterprises and other projects. The Community Directory, maintained by Voluntary Action Orkney, lists around 600 voluntary and community organisations currently active in Orkney, of which 125 maintain active websites on the Orkney Communities platform.

Orkney has a relatively small population so careful thought is required to ensure that the local equality and diversity communities do not suffer 'involvement fatigue'. It is also important to recognise that in a small community some members of particular equality and diversity communities might feel uncomfortable about identifying themselves publicly as members of that community. Accordingly, the main vehicle for involving members of local equality and diversity communities in consultation and engagement activities is Orkney Equality Forum.

### Case Study

when developing a project for a shared vehicle / pedestrian surface in Broad Street, Kirkwall we have and continue to engage with key groups representing mobility and equality interests including Orkney Equality Forum, Orkney Disability Forum, Orkney Health and Care's Sensory Impairment Officer, Age Concern Orkney, Orkney Childcare Partnership, Voluntary Action Orkney and the Access Panel, to ensure that the needs of all users of the street are met.



As part of our engagement with young people our elected members hold surgeries at schools to seek the views of the pupils on a range of current issues. Here Councillor Gwenda Shearer is speaking to pupils at Kirkwall Grammar School during one of the surgeries. Councillor Shearer is also a member of Orkney Equality Forum.



We use a number of different channels to maintain awareness of equality issues within our local communities. These include press releases, items and updates on the Council's public website and noticeboards as well as direct contact with local groups.

Although many of our consultation and engagement exercises are carried out with the community we also value the views of our staff and seek them from time to time. We recognise that the last few years have been a time of great instability and financial uncertainty for the Council, with us being required to make significant financial savings and undergoing a major restructure. We know that this will have affected almost all our staff in some way or another. Towards the end of 2013 we carried out an employee survey.

The survey was publicised and made available to staff through a range of different routes to ensure all our staff knew about it and were able to participate if they wanted to. One in three of our staff took the opportunity to do so. We asked employees a range of questions, some in relation to whether staff felt they were being treated fairly and with dignity and respect. We also had an equalities monitoring section that staff could complete if they were willing to do so and we were delighted that 78% of respondents chose to respond to that. These have since been analysed in relation to some of the answers provided, for example questions on fair treatment and dignity and respect, to ensure any indication of discrimination or harassment could be identified.

On analysing the results of the survey, although there were many positive results, three key areas of concern were identified where further engagement with staff was required:

- Communication and engagement with staff.
- Treating each other with dignity and respect.
- Employment related policies, procedures and processes.

We established three staff groups to look at these three key areas to help us identify where we can make improvements. Work is still ongoing to progress the kinds of things we intend to achieve as an organisation and also to move towards being the kind of organisation and employer that we want to be.

### **Providing Services**

As you can see from the previous sections equalities is at the heart of everything we do in all our services. We would also like to highlight some individual pieces of work that are happening in different service areas that are not covered in other parts of this report.

## Customer Services

As we are the first contact many members of the public have with us the customer services team must provide a positive and lasting impression. As the public face of the Council it is vitally important to us and to our customers that we are aware of our equality duties.



We are confident that our team all have excellent communication skills and ensure visitors feel welcome and confident that their needs will be met, wherever possible. We are proactive in finding ways to provide a better service. Following feedback from customer service surveys we have recently made some changes to improve the service we provide to our customers. We now have a separate face to face team and contact centre so that our customers get a more streamlined service when they contact the Council. All phone calls are now dealt with in the privacy of our new contact centre. Our face to face team provides a wide range of services to members of the public who require to access services in person. The reception desk is easily accessible and includes a low section and hearing loops are available on request.

We have a Customer Service Charter which outlines to our customers that they have the right to be treated fairly and considerately when using any of our services whether in person, by phone, in writing, by email or via our website. These standards outline the level of service customers should expect and gives them the opportunity to challenge us if we do not deliver them.

We came up with the idea of training to help us deal more effectively with customers experiencing mental health problems when they seek our services or advice. This idea was discussed at Orkney Equality Forum and resulted in a training workshop being developed by Orkney Blide Trust and hosted by the Council for staff and

volunteers from the partner organisations of Orkney Community Planning Partnership. The workshops gave participants a greater understanding of mental health problems and how people are affected by them. This helped give us the confidence to deal with customers who may be experiencing mental health problems as well as a knowledge of mental health services and the ability to signpost to them. As a result all the organisations involved can offer improved customer services, particularly to someone experiencing mental health problems. This was one example of working together, the theme of which is explored further later in this report.

### **Arts, Museums and Heritage**

We revised the Collections Management Policy in September 2013 to include a more substantial statement on access. This sets out our approach to equality of access in relation to collections and museums. As part of accreditation we are required to undertake access audits of all museum sites and submit these as part of our accreditation application for each museum. We undertake these audits assisted by the Access Panel and relevant officers within the Council. We were delighted to be commended for our physical access at the Orkney Museum as part of the previous scheme (subsequently superseded by Accreditation).

We are generally improving our work in relation to social justice, disability, lesbian, gay, bisexual and transgender users etc. through high prioritisation of exhibitions, outreach and other forms of participation with and for marginalised groups. Work is currently being undertaken by the Archaeology Project Officer to consult and work with non-users of the museum. It is anticipated that the results of her work will inform our approach to interpretation and displays in future, and the possibilities of co-curation. As part of this work the Project Officer has engaged with members of Orkney Equality Forum.

We have prioritised funding through the Culture Fund for projects which support minority groups or promote work in terms of equalities such as two grants to Orkney Equality Forum for an exhibition to celebrate Black History Month, the Equality and Diversity Conference and two visits by an African storyteller. We have also funded projects which have enabled people with mental health issues to explore writing and visual art. The guidance for the Culture Fund was changed in 2013 to include the requirement that all applications / funded projects must follow the Council's equality and diversity strategy in order to ensure equality of access for any project funded by the Council.

### **Care**

In Orkney Health and Care we are inspected by the Care Inspectorate, known as the Social Care and Social Work Inspection Service. In older people's services our registered services and units received unannounced inspections which are inspected against the National Care Standards and are themed. Children's Services receive joint inspections. Rather than looking at individual care services, these strategic inspections bring together professionals from the care, social work, health, police and education regulators. They provide public assurance about the quality of services aimed at providing children and young people with the best start in life and make recommendations about what needs to improve. Each inspection team also includes specifically trained 'young inspectors' who can speak to children and young people about their experiences.

In our Home Care Service we use 'StaffPlan' which gathers the date of birth and gender for each service user and home carer. The ethnic origin and religion or belief are recorded for service users. The main reason that we collect this type of information is to inform the creation of our support plans. Support plans are developed in collaboration with the service user and are tailored to meet that individual's needs so knowing some of a person's history can help us ask the right questions in the right way when we create such documents. Knowing ethnic origin can inform us, for example, about communication needs and how best to engage with a service user so that we do not offend any sensitivities inherent in customs they may follow. Similarly, a knowledge of a religion or belief system can inform us about dietary taboos for example, so when we provide a meal service we do not serve up something that would cause upset. Such knowledge can also help us inform and guide our carers about any issues within those systems so that we do not cause offence should they seek to engage in conversation or what to do and who else to inform when a service user is receiving end of life care, for example.

## **Finance**

The Payments Section of the Council's Finance Services continues to deliver the Council's Christmas Grant. This Grant is paid out to the most vulnerable people in our society. Our Finance Service not only liaises with other Council services but also with the Department of Works and Pensions, Citizens Advice Bureau and all locally available media outlets to ensure that everyone entitled to the grant receives it. The Christmas Grant was £52 and £53 in 2013 and 2014 respectively.

## **Housing**

Equalities is mainstreamed throughout our service. We have specific policies in respect of the allocation of specialist housing in order to ensure people with particular needs are able to access appropriate housing and, where necessary, the relevant support. We routinely monitor against equalities criteria; this information is required by the Scottish Government in respect of some of our services. We are subject to regular inspection which includes issues such as equality and accessibility and also undertake self-assessment activities in respect of various aspects of the service.

## **HR and Performance**

Equalities is considered at every level, from recruitment to the development of policies. For example, we always check job descriptions and person specifications to ensure that we avoid inadvertent indirect discrimination; if a job description specifies that a driving licence is essential we would question this with the recruiting manager to see whether driving is an intrinsic part of the job or whether the post holder would be able to do the job by using alternative methods of travel. The Policy Officer (Equalities) is based in our service area and provides advice, support and training in all areas of the Council.

We recently developed guidance for accessibility within the building which contains a range of useful information, for example the best route through the building when accompanying someone who uses a wheelchair and which rooms have hearing induction systems.

When a representative from the Equality and Human Rights Commission visited Orkney in November 2014 we took the opportunity, along with colleagues from Transport and Legal Services, including the Clerk to the Licensing Board, to meet with him to discuss equality outcomes, mainstreaming equality and a number of specific points. It was a very beneficial session and also provided us with an opportunity to highlight some of the unique challenges faced in a locality such as Orkney.

### **Learning and Development**

In Community Learning and Development we employ additional relief staff in youth clubs where we have young people with additional support requirements to ensure they can be included in social peer interaction. We use a wide range of publicity to promote events and activities to all and, of course, all our documents are available in other formats such as large print. We also carry out targeted work with less confident, isolated and more vulnerable groups. During registration for evening class enrolment participants are asked to state any additional needs or requirements relating to their chosen course.

At the Learning Link we run our senior computer club from Kirkwall Town Hall to ensure accessibility. Classes for adult literacies and ESOL (English for Speakers of Other Languages) students are arranged at a time and day that suit the learners. The ESOL classes are an important part of helping people integrate into our local community. We liaise with partner organisations to ensure we provide the best service for all our students. The enrolment forms we use at the start of the learning experience include questions about disabilities and whether English is the student's first language and, in addition, our regular team meetings include discussions about students' needs.

### **Library and Archive**

At the Orkney Library and Archive we have an ethos of inclusivity and we always consider equalities when operating and developing the service. We provide large print and talking books and have a Talking Newspaper service. The Home Library Service was introduced a number of years ago. It provides services to people who are normally unable to leave their homes to use the library. Although our customers are largely older people, people with disabilities also use this service. We ensure this service links other appropriate services where necessary, such as the Reading for Wellbeing scheme or the Talking Newspaper. It may also involve the support of an external agency such as Age Concern.

### **Planning and Regulatory Services**

The Orkney Local Development Plan, adopted in April 2014, contains planning policies to ensure that all new developments can be accessed by all users. Policy D5 Access to New Development ensures that development will only be permitted where it has been demonstrated that, where possible, provision is included for access by wheelchair users, people with sensory impairments, older people, those accompanied by young children and other groups with mobility issues.

## **Environmental Services**

When it comes to household waste collections we have put alternative systems of collection in place for people depending on their specific needs, for example those who live at a distance from their collection point and are unable to manage to transport bins and people who have no access to the collection point from their storage area. We also have a system for older people and people with disabilities to receive an assisted collection.

Further consultation work is now being planned and progress will be reported in the next mainstreaming report. The Council is holding public drop-in session on the outer isles as part of its consultations to look at options for waste collection and recycling in each community. People in the isles communities will be asked how they feel the service could be implemented in future so there is a greater opportunity for residents to recycle from closer to home.

## **Transport**

The Council's support to bus transport services, including the continuance of financial support to Community Transport Funding, despite the cessation of Scottish Government support, is an indication of our commitment to subsidised transport even though it is not a statutory requirement. This funding aims to provide and deliver transport services where there are no conventional public transport services available or accessible. It has a positive benefit for people with disabilities and people living in remote geographic locations across Orkney who do not have adequate access to public transport. The Council has established evaluation criteria, with weighting, to assess all applications and a transport needs analysis is also undertaken for each application received.

The Council's policy to pay for concessionary travel on internal ferry and air services and on non-registered Community Transport Funded routes is a significant indication of commitment to travel for people who are disadvantaged, older or otherwise entitled, taking account of the fact that these forms of travel do not receive Scottish Government funding in the way that bus travel does.

The following photograph shows our accessible jet bus which operates on the airport route. It will be replaced by an electric low floored vehicle in May 2015. All bus services will comply with accessibility for people with disabilities from 2016 as this is a specification within the new bus contract. However, most buses are already compliant and another eight buses will be replaced by low floored vehicles in May 2015.



Within Marine Services, Engineering and Transportation we have also undertaken modest investment in improving access for people with disabilities to our ferries offices and terminals. There are challenges on the ferries in respect of accessibility but, where possible, passengers who have mobility difficulties are allowed to stay within their vehicles and the future ferry fleet will be compliant with all legislative requirements at that time.

We are also currently planning work at our Ferries Offices at Shore Street in Kirkwall and at Houton to improve the accessibility standards. Progress will be given in the next mainstreaming report.

### **Working Together**

The Council is one of the partners within the Orkney Community Planning Partnership which is the umbrella planning framework for joint working in Orkney. Within the Partnership there are a number of groups who champion key priorities for Orkney and report to a Steering Group. Community Planning is about public sector organisations working better together to improve and deliver public services.

The Partnership has made representations in the past to the Scottish Government about the inadequacy of the Scottish Index of Multiple Deprivation (SIMD) as a measure of deprivation in rural, remote and island communities. In rural areas such as Orkney deprivation is disseminated, unlike in urban communities where it tends to collect in pockets which is what the SIMD is designed to identify. It is a matter of concern to us and the other partner agencies that, as a result, individuals and families in rural areas may be struggling but will be hidden in statistics which show that an area is generally well off.

The wide ranging review of the welfare system introduced by the Welfare Reform Act 2012 has been described by the UK Government as the biggest change to the welfare system in over 60 years. A Welfare Reform Working Group has been established under the Orkney Community Planning Partnership to bring together organisations with a shared interest in the welfare reforms agenda to discuss the



implications and, where possible, address issues that arise in the implementation of the reforms.

The Council recognises the value of the voluntary sector in providing services within our communities. In 2014 the Council agreed to fund a project which will enable the development of a voluntary sector hub in the travel centre in Kirkwall, a building close to bus routes for the mainland and easily accessible to people coming by ferry from the north isles. It is hoped that building work will start in 2017 and the building will be used by organisations such as Voluntary Action Orkney and the Citizens Advice Bureau on a long-term lease basis, providing stability, security and accessibility.

Orkney Equality Forum forms an integral part of Orkney's community planning framework. Membership encompasses the main public and voluntary agencies, plus Orkney Disability Forum, Age Concern Orkney, Women's Aid Orkney and Kirkwall Council of Churches. The Forum is an active group which meets four times each year. It has developed an Equality and Diversity Strategy which expands on the group's remit to:

- Engage actively with all minority and remote communities.
- Challenge discrimination whenever it occurs.
- Promote awareness, understanding and inclusivity.
- Fulfil our statutory duties in letter and spirit.
- Strive towards best practice individually and in partnerships.

The Strategy can be adapted by the partners who can add their own operational detail and actions. The Strategy reinforces the importance of mainstreaming equalities and having a consistent approach across the partner organisations.

The Orkney Community Plan 2014 - 17 was produced by the Partnership as our commitment to the people of Orkney. It encompasses our long-term vision for Orkney. The plan is also our Single Outcome Agreement with the Scottish Government, and sets out what we hope to achieve over the next three years and beyond as our contribution both to Orkney's local priorities and to the ambitions of the Scottish Government for the whole of Scotland. The Forum has lead responsibility for national outcome 7: **We have tackled the significant inequalities in Scottish society** and our local priorities are to:

- Promote equal opportunities for all.
- Ensure that everyone is enabled to participate in society.
- Welcome and celebrate diversity.
- Place equality at the heart of policy and practice.
- Raise acceptance of rights and responsibilities.
- Secure access for all to national services.

The Forum selected the following performance indicators for inclusion in the Plan to demonstrate progress on equality:

<b>7.1</b>	<b>Number of hate crime incidents reported per 10,000 population (source: Police Service of Scotland)</b>			
	2013 - 14 Baseline.	2014 – 15.	2015 – 16.	2016 – 17.
	2	5 or fewer	5 or fewer	5 or fewer
<b>7.2</b>	<b>Equal opportunities policy – percentage of highest paid 5% of earners among council employees that are women (source: Audit Scotland)</b>			
	2013 - 14 Baseline.	2014 – 15.	2015 – 16.	2016 – 17.
	25%	33%	33%	33%
<b>7.3</b>	<b>Public Access – percentage of public service buildings that are suitable and accessible to disabled people (source: Audit Scotland)</b>			
	2011 - 12 Baseline.	2014 – 15.	2015 – 16.	2016 – 17.
	55%	58%	59%	60%
<b>7.4</b>	<b>Number of people with support needs enabled to volunteer (source: Voluntary Action Orkney Annual Report)</b>			
	2013 - 14 Baseline.	2014 -15.	2015 – 16.	2016 – 17.
	41	43	46	47
<b>7.5</b>	<b>Membership of Clubhouse (community mental health support) (source: Blide Trust)</b>			
	2013 - 14 Baseline.	2014 – 15.	2015 – 16.	2016 – 17.
	76	Maintain above 60	Maintain above 60	Maintain above 60

The Forum is proactive in seeking the views of the equality and diversity communities in Orkney on a wide range of topics. In 2012 it carried out a survey into attitudes to discrimination and positive action in Orkney. The results, published in 2013, are broadly similar to those of the Scottish Social Attitudes Survey; only a minority of people felt there was sometimes good reason to be prejudiced while two-thirds felt Orkney should do everything it can to get rid of all kinds of prejudice. A number of the responses in the Orkney survey were more positive than the Scottish results. For example, 75.2% of people in Orkney responded that they would rather live in an area with lots of different kinds of people, compared to 37% from the Scottish survey. These results are invaluable for the Forum and the partners and they have been used to help inform areas for awareness raising and improvement. They were used as evidence during the development of our equality outcomes.

The Forum developed a short informative leaflet on the Equality Act 2010 and this was published in February 2014. The leaflet sets out in plain language how the Act protects people and ensures they are treated fairly. It is available to the public through the Orkney Community Planning Partnership's partner organisations and on

the Orkney Communities website ([Reference 4](#)). The leaflet is included in all training packs for the Corporate Induction event for new Council employees.

Following an award of funding from the Council's Culture Fund, the Forum held a conference on equality and diversity in November 2014. The conference provided an excellent opportunity for both awareness raising and for sharing knowledge and experiences across the public and third sectors. In addition to the five speakers, just over 60 delegates attended the event. These included employees from a number of service areas within the Council. The objectives of the day were:

- Local issues – share knowledge and understanding.
- Challenge – discrimination and assumptions.
- Harassment – prevention and awareness raising.
- Confidence building – how to ensure victims come forward.

The event had a welcome mix of speakers from local and national organisations. Following an opening address by Frazer Campbell, Service Director of Orkney Blide Trust and also chair of the Forum, delegates heard from Alana Atkinson from ChooseLife. She spoke about inequalities and its impact on people dying by suicide in Scotland. At a local level, Orkney Health and Care had teamed up with ChooseLife Scotland to develop two new Orkney leaflets to include local and national service contact details. The first leaflet was on suicide prevention and the second on support for people who are bereaved or affected following suicide. They used this conference opportunity to gather a wide range of views on the local booklets aimed at providing advice and information to people affected by, or thinking about, suicide.

The next guest speaker was Euan Page from the Equality and Human Rights Commission. He spoke about the challenge of inequality as well as going over legislation and providing information about the Commission itself.

Catherine Somerville from Stonewall Scotland then gave a presentation on LGBT equality in Scotland. This included 'No Bystanders', a short but hard hitting film demonstrating that the abusive language children learn in the playground stays with them into adulthood. Its aim is to encourage people to check their own language and pledge not to be a bystander whenever they hear it from others.

The final speaker was Pamela Roebuck who gave a moving presentation on a Blide Clubhouse member's personal experiences, reflections and thoughts.

Three workshops were held and all delegates had the opportunity to attend each one:

- EHRC – Disability and Reasonable Adjustments.
- Stonewall – Bullying and Hate Crime.
- Orkney Blide Trust – Stereotyping, Prejudice and Discrimination.

Following the event Catherine Somerville from Stonewall Scotland said, 'The Equality and Diversity Conference was a fantastic event, pulling together people from across Orkney's communities and services to discuss the specific barriers that anyone perceived to be different can face to feeling safe and included in Orkney.'

There was a real sense of both individual and community responsibility that makes me confident the conference will be the start of a much bigger conversation on this issue.'

The Forum will discuss the feedback from the conference in detail at a future meeting to decide what actions are necessary.

### **Mainstreaming in the Council Summary**

As an organisation we are committed to equality and all our employees and decision makers have a part to play to ensure we deliver it and we use a range of methods. They are kept informed through awareness raising activities and training events. When we ask elected members to make a decision we provide them with an assessment of any equality impacts to ensure that they are able to take these into consideration as well as feedback from our consultation and engagement activities. We also have a range of individual activities within our service areas. Engaging with the local community is done through a number of channels and formats and we work closely with our partners within Orkney Community Planning Partnership.

## **Mainstreaming Equality in Education**

Many of the actions we are taking to mainstream equality cover all the Council's work, both as local authority and education authority. This section details specific steps which relate only to the Education Authority.

### **Vision and Values**

The services provided by us as an Education Authority in Orkney are founded on inclusive values and seek to provide a wide range of high quality services to all. These values are:

- Enjoyment.
- Respect.
- Responsibility.
- Being Healthy, Being Active.
- Being Safe.
- Being all we can be.

Our vision is, **'This is our community, we want the very best for everyone'**.

We believe that the argument for equality in service provision is fundamentally a matter of requirement and need. Services should be available to all that need them and delivered in an appropriate manner.

We also have specific aims. Our schools are expected to prioritise their actions to ensure that children and young people: get the best start in life; become successful learners, confident individuals, effective contributors and responsible citizens; and are better educated, more skilled and more successful.

As part of this comes an understanding that realising the principles of fairness is not easy or straightforward because there is a range of sometimes hidden barriers to the access of services by particular individuals or groups. We strive to develop an understanding and awareness of those barriers and act to eliminate them. This approach is principally concerned with tackling discrimination and prejudice and the barriers faced by individuals and community groups.

In the schools service plan, we reference geographical issues in relation to access to learning: 'The remoteness of some schools is a significant factor in the authority's management of educational provision. While the learning opportunities created in these settings almost always outweigh any disadvantage, ensuring appropriate staffing levels in the remoter island schools presents an on-going challenge for the authority'.

Outcome 8 is an Education Authority outcome to ensure there are no barriers for looked after children and young people for opportunities within education.

### **Raising and Maintaining Awareness**

All new teachers participate in an equalities workshop as part of their induction programme each year. The workshop raises awareness on a number of equalities matters, including our legal duties, and offers a range of scenarios for discussion.

## **Curriculum for Excellence**

Our schools are implementing Curriculum for Excellence. The Curriculum for Excellence initiative aims to achieve a transformation in education by providing a coherent, flexible and enriched curriculum for young people from 3 to 18 years.

16+ Learning Choices acts as the delivery of the senior phase of Curriculum for Excellence and is the model we are using to ensure that every young person has an appropriate, relevant 'offer' of learning made to them, well in advance of their school leaving date. An 'offer' can be full or part-time further education, full or part-time higher education, national training programmes, employment, personal / skills development (Get Ready for Work, personal programmes, the Connect Project) and volunteering. The Orkney Connect Project gives supported opportunities for young people. The project provides dedicated space and staff to deliver tailored, personal skills development and training opportunities for young people who have left school with few or no qualifications.

Working closely with Skills Development Scotland we want to ensure there is relevant provision for young people in Orkney to build on current skills and interests with the aim of moving into a positive destination and decreasing the numbers of young people in a negative destination.

## **Personal and Social Education (PSE)**

We have developed a working group, based on a framework used in Tayside, on promoting diversity and looking at parenthood in all its connotations and diversity within families. Members of the working group comprise staff from within Education, including teachers, as well as NHS representatives. It is hoped that work will be carried out in schools shortly.

### **Case Study**

During 2014 Stromness Academy has continued to build on its Relationship Education. Working with support from staff from Stonewall Scotland, guidance staff are developing their knowledge and understanding of issues related to stereotyping, discrimination and bullying, particularly in relation to the full breadth of relationships. Looking at how material related to Gay and Lesbian issues can be threaded through the PSE curriculum in order to more fully embed equality is an area that they are currently working on. This approach feeds in to the spiral and flexible programme which they run. The material complements resources already used and adds value to the PSE programme.

## **Getting It Right For Every Child**

In conjunction with the Curriculum for Excellence we are currently developing staff understanding of Getting It Right For Every Child (GIRFEC). Through GIRFEC staff will be able to determine proportionate, timely and appropriate help for young people improving each child's situation and reducing risk. The approach supports the achievement of good outcomes for all children. All children have the entitlement to personal support which is appropriately developed and monitored by using the GIRFEC practice model.

The overarching concept of 'Getting It Right For Every Child' is a common approach across all agencies that supports the delivery of appropriate, proportionate and timely help to all children and young people as they need it. This is expressed as: '...the right help, at the right time, in the right way'.

### **Working Together**

One of our service improvement officers is a member of Orkney Equality Forum and participates in the Forum's meetings and activities. In 2014 the Forum raised funding for a storyteller to visit Orkney and hold workshops in a number of our primary schools.

Mara Menzies first visited us back in 2011 as part of Black History Month and, with financial help from the Council's Culture Fund, the Forum was delighted to bring her back on a return visit to share her African stories with children in the county. The return visit gave Mara an opportunity to visit some of the schools she was unable to get to last time.

Mara is passionate about keeping the oral tradition of African storytelling in Scotland alive. She works with a wide range of audiences but her main focus is with children of nursery and primary school age. Her stories vary from traditional folklore to stories based on actual historical characters. Mara loves to get the children involved in her stories as you can see from this photograph taken at Burray Primary School.



Through the spoken word Mara is keen to provide an alternative view of Africa, a view often ignored by the media, and the aim of her visit was to raise awareness of

an alternative culture with the children who heard her in Orkney. She firmly believes the way in which people view the world and choose to live in it can often be shaped by a simple story.

### **Case Study**

Feedback from Stromness Primary School: 'These sessions, as always, were very interactive and powerful. Mara had the children engaged and motivated throughout with her style and passion for telling stories. The pupils were delighted to be included in her stories and were able to retell and share these stories with other classes after the event. The stories inspired the pupils to write their own recall pieces to share with others. These were packed with information and detail they remembered from the session and the children were inspired to write their own versions. A very successful visit which the pupils thoroughly enjoyed and we are very grateful of.'

### **Consultation and Engagement**

We believe that our schools should be safe, secure, healthy and happy places for our children and young people to attend. They should benefit from learning environments which are free from intimidation, harassment and fear and where bullying behaviour is unacceptable. Children and young people who feel cared for and valued are much more likely to be happy and do well in life.

We are about to begin consultation with children, young people and their parents on the issue of bullying, starting with the Parent Councils, as part of the 'Respect me' agenda. Respect me was launched in March 2007 and is managed by the Scottish Association for Mental Health in partnership with LGBT Youth Scotland. The work is driven by a focus on children's rights: it is the right of every child and young person not to be bullied. Bullying should be seen as a rights issue and not as a normal part of growing up. Respect me's remit extends beyond the schools gates. Bullying is not confined to the playground, it can take place in all settings where children and young people interact and can include prejudice based bullying and cyber bullying. The campaign aims to affect change and challenge bullying and stigma at an individual, school, family, community and societal level. We must all be good role models. We will report on progress in the next mainstreaming report.

The employee survey carried out by the Council, and detailed fully in the Mainstreaming Equality in the Council section, included teachers who are also included in the follow-up staff engagement activities.

### **Mainstreaming in Education Summary**

The services provided by us as an education authority are founded on inclusive values and the vision that we want the best for everyone. We are implementing Getting It Right For Every Child in conjunction with the Curriculum for Excellence and raising staff awareness of inclusiveness, as well as working together with Stonewall Scotland and our Community Planning Partners, to ensure that our children and young people have the best start in life.



## **Mainstreaming Equality in Licensing**

The Orkney Islands Area Licensing Board processes and determines applications for licences in respect of alcohol and gambling activities. The Board is supported by members of the Licensing Team who are employees of the Council.

Broadly speaking, our functions are to:

- Accept and process to grant, vary, transfer, review or refuse all applications for liquor premises licences.
- Accept and process to grant, vary, review or refuse all applications for personal licences.
- Accept and process to grant, vary or refuse all applications for occasional extensions and occasional licences.
- Accept and process to grant, vary, transfer, review or refuse all applications for gaming premises licences.
- Accept and process to grant, vary, transfer, review or refuse all applications for automatic entitlement to gaming machines and gaming machine permits for licensed premises and registered clubs.
- Accept and process to grant, vary, review or refuse registrations for the promotion of Small Societies' Lotteries.
- Consider complaints in respect of licences and permits and the holders of these and, where necessary, hold hearings with a view to resolving the complaint either by way of suspension of a licence or by some less radical remedy.
- Formulate, consult on and adopt policies in relation to the Board's licensing functions.
- Make a number of decisions in terms of liquor licensing affecting the day-to-day management or hours of operation of premises licensed for the sale of alcohol.
- Provide general support and guidance to the trade and the community on the above.

In general, determination of applications does not have any differential impact on any of the protected characteristics. The processing procedure is designed to meet the needs of all applicants and the public and ensure that applications are dealt with on their own merits. The regulatory framework is transparent and fair.

This report sets out the commitment of the Board to meeting our responsibilities under our equality duties in relation to the nine protected characteristics. It explains the actions we have already taken and will take in this regard. Although the Board has a separate legal status from the Council, it is resourced entirely by the Council. The close connections between the Board and the Council affords the Board the opportunity to benefit directly from the actions already taken or proposed by the Council to ensure that it fulfils all the equality obligations. This is reflected in this section of the report and in reporting on progress towards meeting our equality outcomes.

### **Raising and Maintaining Awareness**

It is important that staff and Board members are aware of the general equality duty so that it is considered in our work where relevant.

The Council ensures that we receive information and uses a combination of methods to build and maintain awareness including:

- Briefings for elected members.
- Briefings for senior management team.
- Information to key contacts within the Council when required.
- Items and updates on staff information portal and website.

Work on raising and maintaining awareness of equalities issues will continue.

### **Learning and Development**

Learning and development is integral to mainstreaming equalities. Members and staff all require to have an awareness of equalities issues as well as an understanding of their responsibilities.

As the Board is comprised of elected members of the Council, we are subject to an ongoing training programme which, whilst not specific to the Board's business, includes equalities issues. Details are included under the progress we have made towards achieving Licensing Board equality outcome 3.

### **Assessing Impact**

The Board has carried out equality impact assessments since 2012. Assessments are carried out when we are developing any new policies, guidance or functions, or making changes to existing policies, guidance or functions. They identify any impacts on people or groups of people who possess any of the nine protected characteristics. Existing policies are screened when they are reviewed or if a change in the law or case law suggests they should be.

Equality impact assessments help ensure we are being fair. They provide an opportunity to stop or revise a policy or function which is potentially unfair or unlawful. They identify mitigating actions wherever possible to minimise any adverse impacts. They also identify opportunities for positive impacts such as advancing equality of opportunity and fostering good relations. We use internal and external data to provide evidence for the assessments and consult directly with equalities groups as required.

Staff follow Council practice and attach full equality impact assessment to the relevant Board report. This ensures elected members are fully aware of any equality issues when considering a report. They are also aware of any cumulative effects on any of the protected characteristics of recommendations contained within a number of Board reports.

Equality impact assessment was included in the equalities workshop as part of the Council induction programme for elected members. They have also been provided with briefing notes and 'Using the Equality duties to support fair financial decisions' published by the Improvement Service and the Equality and Human Rights Commission in 2011.

Completed assessments are published on the Council's website unless the document contains confidential information which could identify individuals. A

redacted version of the assessment may be provided upon request in those circumstances.

### **Accessibility of documents and information**

Board documents can be translated or made available in different formats or languages upon request in a similar manner to Council documents. Information to this effect is included in Board policies. We also follow the same practices and have the same systems in place as detailed in the section on Accessibility within the Council Mainstreaming part of this report.

### **Consultation and Engagement**

The Board carries out detailed consultations on its policies and consultees are listed within each document.

We consult proportionately throughout the community in Orkney during the development of our policies and practices. We normally consult with the Local Licensing Forum established under the Licensing (Scotland) Act 2005 and being the medium through which the Board can engage with representatives of all parts of the community and ensure community views are taken into account in the development of our policies.

We aim to identify individuals or representatives from as many protected groups as possible and to that end we also consult with Orkney Equality Forum and other groups within Orkney Community Planning Partnership to ensure that an equalities perspective is included in the development of policies.

When carrying out any consultation and engagement activities we adhere to the Orkney Community Planning Partnership Community Consultation and Engagement guidance. The results of any consultation and engagement activities are included in our equality impact assessments.

### **Monitoring**

Monitoring is a way of ensuring that we are being fair and non-discriminatory and are meeting our equality duties. It will highlight whether any particular action has been effective and what other action is required. This is carried out by use of the following methods:

- An Equalities Monitoring Form was developed with the assistance of the Council's Policy Officer (Equalities). The form is published as part of documentation required by applicants and is available on the website. Any information gathered is collated and analysed following which it is reported to us annually as part of the Annual Equality Report.
- Annual audits of complaints are undertaken in January each year and an Equalities Monitoring Form will be issued to those involved in the process. Information will again be collated, analysed and included in the Annual Equality Report.
- An Equalities Incident Monitoring Form is available for use by staff as necessary, including the Licensing Standards Officer who is the initial contact with regard to complaints. Complaints will be collated and reported to the Board annually as part of the Annual Equality Report.

## **Outcome of Monitoring**

No complaints have been received.

As stated we publish equality impact assessments in relation to our policies and functions. These specify that, in terms of alcohol activity, there may appear to be a differential impact on the protected characteristics of Age and Disability and, in terms of gambling activity, there may appear to be a differential impact on the protected characteristic of Age. However, as shown in the documents themselves, we are implementing the detailed provisions of the legislation in relation to those protected characteristics.

No unaddressed instances of alleged equality discrimination have been brought to our attention. In the Licensing Team we will continue to monitor this through the use of equality information forms, monitoring forms and incident monitoring forms as well as the capture and analysis of equality information on age, gender and race of individuals holding liquor premises or personal licences.

We have been asked for written information in a language other than English and this was addressed by means of face to face communication enabling the licence holder to understand the information that we wished to communicate.

Our Licensing Team have undertaken training in equality matters by means of iLearn and training workshops; and familiarity with the Council's Web Accessibility Guidance and the Scottish Government Principles of Inclusive Communication documentation. Members of the Board have also undertaken an induction programme, including training on equality matters, following local government elections.

When a representative from the Equality and Human Rights Commission visited Orkney in November 2014 the Clerk to the Board took the opportunity to meet him to discuss licensing board equality outcomes and a range of other equality issues.

## **Mainstreaming in Licensing Summary**

We are committed to meeting our responsibilities under our equality duties and we use a range of methods to ensure equality is mainstreamed into our work and our decision making processes. The Board and staff are kept informed through awareness raising activities and training events. When the Board is asked to make a decision we provide them with an assessment of any equality impacts to ensure that these are taken into consideration as well as feedback from any consultation and engagement activities. We use a number of monitoring methods to ensure that we are being fair and non-discriminatory.

## **Equalities and Procurement**

The Council is committed to promoting fairness and equality in our procurement activities. This commitment is supported by specific guidance which sets out how we procure goods and services and works in line with that which is set out in the Scottish Government Procurement Journey best practice toolkit. Information on the specific duty to consider contract award criteria and conditions, where they are related and proportionate to the subject matter of the contract, has been disseminated to relevant staff.

As required by the specific duties, we give due regard to whether conditions of contract should include considerations to enable us to better perform the equality duty. We also pay due regard to whether award criteria should include considerations to enable us to better perform the duty. Our conditions of contract have been amended to ensure the contractor confirms their commitment to the Equality Act 2010, including the public sector equality duty, and the Human Rights Act 1998 or any other relevant legislation.

Equalities and procurement staff work together, and with other officers, in situations where procurement of goods, services and works has a specific equalities dimension.

## Equality Outcomes

Equality outcomes are objectives we aim to achieve in order to progress the requirements of our general equality duty. They are not what we do, but the changes or effects resulting from what we do. These changes may be for individuals, groups, families, organisations or communities.

### Council and Education Authority Outcomes

In 2013 the Council and Education Authority developed a total of eight outcomes. Full details of these, including the evidence used in their development and the involvement and consultation used in setting them can be found in the original document Orkney Islands Council Equality Outcomes 2013 - 17 which is available on the Council website or upon request.

The actual outcomes are shown on the following pages and for each we have shown which protected characteristic each outcome applies to and which aspects of our general duty it will help us to meet. We have also included the output (what we will do) and the evidence which led us to set the outcome.

Because outcomes should be prepared based on the principles of proportionality and relevance some have been set in respect of all the protected characteristics rather than being limited to the specific characteristic the evidence related to.

### Equality Outcome 1

Equality Outcome 1 (Council and Education Authority Outcome)	
More young, disabled and long-term unemployed people are in work and training.	
Protected Characteristics.	<ul style="list-style-type: none"><li>• Age.</li><li>• Disability.</li></ul>
General Duty.	Advance equality of opportunity.

### Output

We agreed that as a socially responsible employer we, the Council, would lead by example, providing work experience, modern apprenticeships and graduate placements for Orkney's youth and long term unemployed people by taking the following action:

1. Setting the following minimum annual targets for youth employment opportunities within the Council for the period 2013 to 2015:

- 12 Work experience placements.
- 4 Modern apprenticeships.
- 4 Graduate traineeships.

2. Offering a range of work experience opportunities to people facing barriers to employment, who fall outwith the group referred to at 1 above. Executive Directors to provide evidence of opportunities offered.

This was previously a Council outcome. We added the following additional output so that this became an outcome for both the Council and the Education Authority.

3. The Education Authority will provide support and information for all young people to access relevant work and training through:

- Ensuring transitions between senior phase and subsequent destinations are fully supported to ensure maximum opportunities for further training and / or work opportunities for young people. Senior phase is a stage in Curriculum for Excellence covering 15 to 18 year olds (secondary 4 to 6 and may include Orkney College).
- Close partnership working within and outwith the education sector, including business, career and third sector partners to ensure the full potential of opportunities are offered to all our young people.
- Careful monitoring / tracking of leaver destination data, carefully scrutinising any particular trends or dips, particularly focusing on protected groups and subsequently gather the views of identified groups of young people to ensure that the service is addressing their particular needs and requirements.
- This will be measured through the School Leaver Destination Return.

## **Progress**

### **Council**

In 2013 we provided 16 work experience placements, four modern apprenticeships, one apprenticeship and three graduate traineeships.

In 2014 we provided 36 work experience placements, five modern apprenticeships, four graduate traineeships, and appropriate places are being identified on an ongoing basis.

### **Case Study**

One of our work experience opportunities went to a Blide Clubhouse member who was happy to provide us with some information about his placement for this report. 'I am a member of Orkney Blide Trust, a facility for people who have mental health problems. Marie [Love] approached us offering members an opportunity to gain work experience within the Council. I responded requesting an admin post. I am in the process of retraining myself as I have been on long-term sick and due to this my previous employment is not available to me. Marie asked if I would like a placement at Telecare. I jumped at the chance as there aren't many opportunities for the over 40's. That was at the end of July and I'm still here. The work is interesting, diverse and I have learned a lot about various aspects of admin. My own little project is to catalogue, organise and locate all new and old stock. I have been made very welcome from the start and treated the same as any other member of staff with equal duties and responsibilities.'

When asked how she found the experience, our Telecare Co-ordinator Gail Harvey said, 'I was pleased to be given the opportunity to offer work experience to a mature person and he has brought with him a wealth of life experience which has been much to our benefit. He has fitted in with the team well and is now turning his talents to projects which as yet we have not had time to complete. For me this experience has been a win-win situation all round!'

The opportunities provided are varied. For example, our Communications Office provided work experience for a student from Kirkwall Grammar School. He was

included in various media projects throughout the year and this encouraged him to seek communications and the media as his chosen career path. Some of the other opportunities provided include an architect placement, graduate trainee accountant, law graduate, engineering apprenticeships, as well as a range of administrative placements in various parts of the Council. In Marine Services we have offered opportunities to university students for summer projects on water safety, energy use and marine environment studies. In Orkney Health and Care we offer placements in social care, many of these being student placements from students at Orkney College. We also have graduate trainee posts in business and procurement.

### **Case Study**

In 2013 Sophie Turner started a Modern Apprenticeship as a stone mason. Her first job was working on St Magnus Cathedral; a specialist responsibility as the building is owned by the people of Orkney and managed by our property section in Strategic Development and Regeneration. Her training is supported by the Cathedral stone mason and the manager of works and inspections. In 2014 she has been successful and came second as Apprentice of the year. Due to her hard work she has now joined Skills Development Scotland's Ambassador Programme. As a Modern Apprenticeship Ambassador she will share her experience with other young people, encouraging them to consider becoming apprentices of the future.



Within Roads and Environmental Services we look forward to progressing this outcome further with a planned investment in apprentices in 2015 / 2016 that will



provide some initial capacity in areas that are stretched and act as a stepping stone to other opportunities, in future years, as older workforce members choose to retire.

In addition to this strategy, we have also found that the casual worker policy for seasonal workers on the piers and on the ferries is a good way to provide initial experience to individuals, often out of work. As a result a number have been well placed to subsequently apply for full time employment in those areas. Although not a policy, the employment of casual or part time workers on the isles airfields and piers is a factor in supporting potentially distressed and depopulating isles communities. The individuals concerned have barriers to employment due to the remoteness of the isles and, as we recognised earlier, peripherality is an equality issue in Orkney.

Attracting younger workers from our local population is a critical strategy in reducing outward migration and providing opportunities through an apprenticeship or trainee route assists with succession planning given the relatively low turnover in employees generally leading to an aged workforce and storing up human resource challenges for future years.

In addition to the opportunities we have already mentioned, six placements have been progressed within the Council using Youth Employment Scotland funding. The purpose of the Youth Employment Scotland Fund scheme is to help vulnerable unemployed young people aged 16 to 29 who experience barriers to employment. These include:

- Individuals who have completed a custodial sentence / ex-offenders.
- Veterans.
- Individuals who have been in residential care.
- Individuals with language, literacy or numeracy problems.
- Individuals with mild to moderate mental health issues.
- Individuals who have been unemployed for over two years.
- Individuals with additional needs / disabilities.

The young people needed to be ready to undertake a 26 week paid placement to obtain confidence, skills and experience to then seek employment. Whilst on the placement the young people are also undertaking the Certificate of Work Readiness which is a recognised national qualification and will be undertaken at Orkney College. Young people who meet the criteria were invited to apply for posts through an informal recruitment process. The young people who were recruited do have additional support needs and this scheme has been able to provide them with work opportunities to help overcome the barriers they face.

The current placements we have under this scheme include posts in the Town Hall Café, in school kitchens, working in Waste Operations, administrative duties within Orkney Health and Care and youth work duties within Community Learning and Development.

As well as providing work experience placements within the Council we facilitate and coordinate work experience placements with external organisations. Youth Employment Scotland funding is available to companies to encourage the creation of sustainable posts for young, unemployed people. The organisation receives 50% of the minimum wage for posts which provide between 25 and 40 hours per week.

Our Finance Service continues to provide back office functions to allow us all to offer these opportunities. They often start by being grant funded and a member of the Payments Section will attend Scottish Government Training on how best to maximise the grant funding to achieve the best outcomes.

## **Education**

This was a Council outcome. We decided to expand it and added output 3 specifically for the Education Authority.

Within Education our transitions guidance is now in place and transitions are discussed at the Opportunities for All Group chaired by the Head of Schools. There is close partnership working through the Opportunities for All Group, the Youth Employment Group, Employability Strategic Group and Senior Phase Group. These groups look at maximising the full potential of opportunities available to young people.

## **Evidence**

The Supported Employment Framework main report published by the Scottish Government in 2010 states that, 'Not being in work is associated with poorer physical and mental health and wellbeing. It is recognised that work can be therapeutic and that overall the beneficial effects of work outweigh the risks of work for the majority of people.'

The report further advises that, with the aggregate employment rate of less than 50% for disabled people compared to an overall employment rate of just fewer than 76% for the general population, it is clear that not all disabled people are getting access to job opportunities. With an economic downturn and an increasingly tight labour market, it is likely that disabled people will be affected adversely in the labour market... 'Disabled people need the support of agencies more than ever before and given that there is a commitment to joint working this is an opportunity that must not and cannot be wasted. Only when we are able to view people for their ability can we begin to fully realise the overall purpose of sustainable economic growth, where all of Scotland's people are able to flourish and realise their potential.'

According to How Fair is Britain, published by the Equality and Human Rights Commission in 2012, only 50% of disabled people are likely to be in work compared to 80% of non-disabled adults. The report goes on to say that many people with a disability work in the public sector where cuts are being experienced.

The Office of National Statistics confirm that nearly a fifth of 16 to 64 year olds have a disability in the UK (18%). Unfinished Business: Barriers and Opportunities for Older Workers, a Study by the Resolution Foundation published in August 2012 found that joblessness among older people in the UK has soared by 53% since the onset of the financial crisis in 2008 and that the UK is lagging behind countries of similar wealth in getting people over the age of 50 into work. One of the barriers identified by the study is the lack of employment support to move back into work, including training.

Information from Kirkwall Jobcentre Plus is that since April 2012 the jointly funded employment support worker has engaged with over 91 employers, 58 of whom

offered work experience placements and eight offered paid opportunities. They received 40 referrals from partner agencies which resulted in 31 work experience placements and 16 paid employment opportunities. Approximately half of those they have worked with are currently employed.

There were 61 individuals in the 16 to 24 age group who claimed Jobseeker Allowance. Of these, 19 were also recorded as people with a health condition which affects the kind of work they can do. In addition to this figure there are also 16 to 24 year olds who are employment and support allowance claimants. They are not Jobseekers but, depending on their incapacity, some of them are identified as having to 'take steps towards work' and are categorised within the Work Related Act Group. This group comprises 10 individuals. (All figures reflect the position on 26 October 2012.)

'These are Our Bairns: a guide for community planning partnerships on being a good corporate parent' published by the Scottish Government in 2008 states that, 'Councils are often the largest employer in a local area with a wider range of jobs than any other organisation in either the public or the private sector. Councils should be able to offer Looked After children and young people and care leavers support into employment, whether this be in terms of work experience or building capacity such as preparing job applications or interview skills. It could also be through reserving a number of apprenticeships or training placements for their care leavers, sometimes referred to as "the family firm" concept. This is not to suggest preferential treatment, but rather to fully utilise the potential to expose young people who are Looked After to the range of employment options which are available to them and the skills they need to take them up.'

The evidence used in informing the new output for the Education Authority came from the School Leaver Destination Return (SLDR). This is a statistical return undertaken by Skills Development Scotland on behalf of the Scottish Government and is based on a follow up of young people who have left school between 1 August and 31 July each year. The report analyses the characteristics of leavers and their reported destination after leaving school. Analysis of positive destinations, such as higher / further education and employment, and negative destinations is also included. Although the SLDR is reported at a national level, Skills Development Scotland also produce Community Planning Partnership reports at a local authority level.

According to the latest Annual Population Survey results produced by the Office for National Statistics, on 18 December 2014, key labour market results for the year ending 30 September 2014 show that there is considerable variation in employment rates for those aged 16 to 64 across Scotland's local authorities. The highest employment rates were seen in Orkney Islands (85.0%), Shetland Islands (82.4%), and Aberdeenshire (79.9%); while the lowest employment rates were seen in Dundee City (62.6%), West Dunbartonshire (65.2%) and Glasgow City (65.6%). Comparable data for Scotland and the UK was similar at 72.5% and 72.3% respectively.

## Equality Outcome 2

Equality Outcome 2 (Council and Education Authority Outcome)	
Ensure there are no barriers in recruitment, training or promotion opportunities.	
Protected Characteristics.	All.
General Duty.	<ul style="list-style-type: none"><li>• Eliminate unlawful discrimination, harassment and victimisation.</li><li>• Advance equality of opportunity.</li></ul>

### Output

We, the Council and Education Authority, will develop a clear understanding of our local population breakdown and will seek to collect data by protected characteristic from 100% of our employees, both teaching and non-teaching, by 2016 to ensure there are no barriers in recruitment, training or promotion with a target response rate of 80%.

### Progress

Now that information from the 2011 Census has been released, we are able to include some of this data in our Annual Equality Report. Moving forward this will be further developed and broken down. This helps us to identify whether our workforce profile reflects that of the local population profile. We plan to carry out an exercise by 2016 to seek to collect data by protected characteristic from our employees, both teaching and non-teaching, to ensure we have a more complete picture of our workforce. We did not set a target date of 2015 as suggested by the Black Leadership Network as we carried out an employee survey at the end of 2013 and follow-up work from that continued throughout 2014.

### Evidence

The Black Leadership Network, with the support of a range of national race equality organisations, wrote to all Chief Executives in June 2012 asking that we set an outcome to develop a clear understanding of our local population breakdown and will have collected data by ethnicity on 80% of our employees by 2015 rising to 100% by 2017. They state that while this relates to 'race' it could easily be extended to other protected characteristics. They strongly believe that unless organisations get the basics of access to appropriate employment of a representative workforce right, Scotland will neither be able to address the historical disadvantage nor make the progress on equality that it needs to. It would appear fair and logical to extend this outcome to all protected characteristics as it would help us ensure there are no barriers relating to any of the protected characteristics. It is not proposed that a target of data collection of 100% is set; this is not achievable because employees and potential employees have the right to refuse to provide this information and there will always be those that exercise this right.

## Equality Outcome 3

### Equality Outcome 3 (Council and Education Authority Outcome)

Ensure terms of employment and human resource policies and procedures are applied fairly and consistently and in ways that promote equal opportunities and do not disadvantage employees.

Protected Characteristics.

All.

General Duty.

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity.

### Output

Monitor and ensure that conditions of service and human resource policies and procedures, including recruitment, learning and development, disciplinary, grievance, management of poor work performance and dignity at work are applied fairly and consistently across the Council and the Education Authority, in respect of both teaching and non-teaching staff, and in a way that promotes equal opportunities and does not disadvantage employees, on the basis of the nine protected characteristics. A minimum of five policy documents will be monitored annually.

### Progress

This work is ongoing as part of the HR and Performance Workplan and we consider equality issues when reviewing or developing all our human resource policies and procedures.

As was detailed in the section on Mainstreaming, following an employee survey in 2013 we identified the following key areas of concern where further engagement with staff was required:

- Communication and engagement with staff.
- Treating each other with dignity and respect.
- Employment related policies, procedures and processes.

We established three staff groups to look at these three key areas to help us identify where we can make improvements. Work is still ongoing to progress the kinds of things we intend to achieve as an organisation and also to move towards being the kind of organisation and employer that we want to be. This includes reviewing the Dignity at Work Policy and Procedures and a range of work on employment related policies, procedures and processes. The staff groups include both teaching and non-teaching staff.

### Evidence

It is not suggested that policies, procedures and terms of employment are not currently being applied fairly, but as stated at Outcome 2 there is a lack of equality data on our local population and employees and this is a proactive preventative measure to ensure that we are being fair and consistent and no groups are being disadvantaged.

## Equality Outcome 4

### Equality Outcome 4 (Council and Education Authority Outcome)

Ensure a skilled workforce and training in Orkney to optimise opportunities in the Renewables Sector.

Protected Characteristics.

Sex.

General Duty.

Advance equality of opportunity.

### Outputs

1. The Council will support links to education by exploring ways to ensure renewables training links with schools, colleges and investors based in Orkney. We will develop a strategy before 2014 to ensure all partners contribute to the wider training of renewables sector opportunities before 2014.

We added the following additional output for the Education Authority.

2. The Education Authority will encourage an interest in STEM (Science, Technology, Engineering and Mathematics) subjects. This will give young people an understanding of the types of careers that are open to them if they study STEM subjects and motivate and enthuse them to develop these skills further. We will promote the use of role models who will be able to promote their skills to pupils, actively encourage them to enjoy STEM subjects and inform them about the unique career opportunities that are available to them. While this activity will be aimed at all young people it will include the positive recognition of the role of females within STEM industries, and particularly within the Renewables Sector locally. The use of this positive action will be monitored by schools. We will also take action to ensure that all schools are embedding equalities into their activities and adhering to the equalities policy and values.

### Progress

In Marine Services we actively support training opportunities in the marine sector (and consequently marine renewables) through our support to Orkney College and its students for their course in marine knowledge and safety and by its provision of space at Pole Star Pier for marine survival training. These initiatives encourage individuals to join the marine sector and to undertake training locally at less cost and inconvenience than elsewhere.

The strategy has not yet been developed. It is recognised that this is overdue but the constantly changing rate of development within the industry have made it difficult to set out a strategic plan and currently partners are addressing need as it is identified.

The second output was added in October 2014 following discussions with the Equality and Human Rights Commission and progress will be reported in the 2017 report.

### Evidence

These proposals feature in Orkney Islands Council: Our Plan 2013 - 2018. Low Carbon Orkney – Renewables, Energy and Opportunity, specifically 7. Ensuring a

skilled workforce and training in Orkney to optimise opportunities in the Renewables Sector. Some of the activity in this target area aims to explore ways of linking renewables training through schools, colleges and investors based in Orkney.

Developing Renewables opportunities and exposure to the range of potential career options in the sector will benefit all, but may have a heightened impact on women who hadn't considered a science and engineering based career path. The Chair of the Commission on Workforce Issues said, at a Women's Employment Summit held on 12 September 2012, that although women are employed across a diverse range of jobs the leaky pipeline in the STEM industries persists. While young women may break gender stereotype moulds as they enter the labour market any positive trends appear to be reversing given that the current patterns of participation in Modern Apprenticeships across Scotland display obvious gender based occupational segregation.

Lack of career opportunity has been cited as being a reason for leavers, particularly women, not to return to Orkney. According to the Orkney Population Change Study published by Hall Aitken in 2009, 'Those that leave the islands and remain away are more likely to be motivated by employment progression. Twice as many identified opportunities for career progress as a reason for leaving. And twice as many female leavers as male leavers rule out returning, reflecting the perception of limited job opportunities on Orkney. For those who consider returning, jobs and career progression are the most common barriers.'

There are a wide range of statistics which show the low take up of science, engineering, technology and math subjects and careers by girls. According to the Times Educational Supplement Report: STEM – Minority Report (20 May 2012), 'Girls fall off the science and engineering career path at every stage of the route from school to work.' 'Tapping our Talents', published by The Royal Society of Edinburgh in April 2012, states that science, engineering and technology are vital to Scotland's future. However 73% of woman graduates are lost from STEM compared to 48% of male graduates.

## Equality Outcome 5

### Equality Outcome 5 (Council and Education Authority Outcome)

Greater sensitivity by employees to the diversity of service users and colleagues and to equality issues.

Protected Characteristics.

All.

General Duty.

- Eliminate unlawful discrimination, harassment and victimisation.
- Foster good relations.

### Output

1. Raise awareness by making training (face-to-face or iLearning) available to all employees and mandatory for new employees. Refresher training should be mandatory every three years. (Council and Education Authority output).

2. Review all local registrar policies and procedures to ensure that reference to Civil Partnerships features similarly to references to Marriage. (Council output).

### Progress

#### Council

Equality is built into the induction process for any new employees and every employee is encouraged to complete the equality and diversity module available on iLearn at least once every three years. We appreciate not all of our employees have access to computers or are able to use them comfortably and in those cases we make alternative arrangements to suit the specific circumstances.

#### Case Study

Caroline Petrie, our Building Cleaning Manager provides face to face training on equality and diversity for her staff on a regular basis. She also ensures that a refresher course every three years is included as part of each employee's Performance Review and Development. The training was developed in consultation with the Policy Officer (Equalities).

Within HR and Performance we provide a number of training courses both on iLearn and in workshops. We recently decided to include the No Bystanders film in our training on Dignity at Work. We offer equality and diversity training and training on equality impact assessments. In 2013, along with our Legal Services team, we arranged for a specialist session on Decision Making and Equalities from a professional support lawyer from Dundas and Wilson. The training, which was available to employees and elected members, emphasised the importance of equality considerations in decision making and gave an understanding of how to make fair decisions which take account of the public sector equality duties.

Our Housing staff are routinely trained in equalities and accessibility and we include staff from Papdale Halls of Residence as well as staff who are in the position of delivering services for us, such as building inspectors and other technical staff. The training includes awareness of language or terminology which may be interpreted as



being offensive to people from particular groups and how to determine which language someone speaks. Our catering staff are trained in issues in respect of food, for example the provision of halal meat.

Training in equality and diversity is supplemented and supported by a range of other activities and training within individual service areas. These include:

- Specialist mental health training for staff within Orkney Health and Care.
- Disability awareness and Service Assured training for museums staff.
- Mental health awareness training for customer services staff.
- Training for staff within Leisure and Lifelong Learning on disability inclusion; disability inclusion in athletics; and training for swimming teachers for people with additional support needs.

All our local registrar policies and procedures ensure that references to civil partnerships feature similarly to references to marriage. All written documentation produced by Housing Services that refers to marriage (particularly that in relation to the Matrimonial Homes legislation) includes reference to civil partnerships and has done since the legislation came into force.

## **Education**

Each year in August the Policy Officer (Equalities) holds a training session on equality and diversity for all our new teachers as part of their induction before the start of the new term. Within each school, head teachers ensure equality and fairness is within the ethos of the school and understood by all staff. School Improvement Plan would have values and ethos and underpinning that is an equalities agenda. Standard and quality reports for schools report on any inequalities which are identified in schools. Head teacher does this report.

All of the activities operated by Active Schools and Outdoor Education are inclusive and activities can be adapted to ensure inclusion. We work closely with groups such as the Orkney Disability Forum and Orkney Blide Trust. Equality and diversity training are offered in our youth worker training programme each year.

## **Evidence**

Whilst some progress has been made in recent years in relation to the promotion of equality across a wide range of sectors of Scottish society, discriminatory attitudes have not reduced consistently according to the Scottish Social Attitudes Survey 2010: Attitudes to Discrimination and Positive Action, published by the Scottish Government in 2011.

The results of Orkney Equality Forum's Survey 'Attitudes to Discrimination and Positive Action' published in 2013 were similar in that they did not make entirely positive reading. While 68.7% of people felt Orkney should do everything it could to get rid of all kinds of prejudice, 31.3% thought there was sometimes good reason to be prejudiced. The report makes it clear that, while the majority of people do not hold discriminatory views and are increasingly accepting of diversity, there are still groups in society who experience discrimination and intolerance.

The Equality Network advises that they believe there are a small number of people living in Orkney who have been through the gender reassignment process. According to 'Potential areas of concern between local authorities and the Transsexual / Transgender community' published by Nicola James and Allana Strain in 2012 gender identity issues include conflict in families and losing contact with family and friends. Receiving health and social care can be problematic. Almost 35% of Trans people have attempted suicide at least once.

The much smaller numbers entering into civil partnerships in Orkney (in 2013 there was one civil partnership compared to 109 marriages) mean that staff encounter service users who have entered into a civil partnership much less frequently than service users who are married. Training for staff should include information on the need for staff to be aware of the possible existence of civil partnership; sometimes undisclosed. Staff are already aware of the need to respect the legal rights of spouses, particularly when important decisions are being made which may involve ill service users or end of life issues. However, it might be less obvious that a civil partnership exists.

The Cabinet Secretary for Justice wrote to all local authorities on 31 October 2012 asking that awareness be raised in respect of religious articles of faith. This followed on from a meeting which he had had with members of the Sikh community in Glasgow where concern had been raised in relation to how physical religious articles of faith are treated within society. During this meeting it was brought to his attention that more general awareness, for example employers understanding the importance of the wearing of articles of faith and the sensitivity required was not always at the appropriate level. The results of Orkney Equality Forum's Survey 'Attitudes to Discrimination and Positive Action' showed that almost a quarter of the people who responded did not understand that a turban is a requirement of faith and not a matter of personal choice.

## Equality Outcome 6

Equality Outcome 6 (Council Outcome)	
Improve access to the democratic process.	
Protected Characteristics.	<ul style="list-style-type: none"><li>• Disability.</li><li>• Age.</li></ul>
General Duty.	<ul style="list-style-type: none"><li>• Eliminate unlawful discrimination, harassment and victimisation.</li><li>• Advance equality of opportunity.</li></ul>

### Output

Carry out a review of polling stations and postal voting arrangements to assess suitability and accessibility of the current polling stations and take action prior to the Referendum on Scottish Independence in October 2014.

### Progress

The review of polling districts, polling places and polling stations ran for a period of six weeks between 7 November and 20 December 2013 and included consultation with elected members, our MP and MSP, Community Councils, Orkney Equality Forum, our Safety and Contingency Manager, Orkney Disability Forum and all polling station staff.

We also placed a notice of the review on the Council's website and within customer services along with a press release for the local media for reporting in the local press and radio station. A questionnaire was also devised both electronically and in paper format so as to encourage a good response. The aims of the review were:

- To ensure that all the electors in the constituency had such reasonable facilities for voting as are practicable in the circumstances.
- To ensure that, so far as was reasonable and practicable, the polling places were accessible to all electors, including those who have disabilities.

Representations were received from 59 organisations or individuals and these were all taken into consideration in finding alternative venues where necessary. We also provided the option of providing a bus from the Travel Centre (where local transport terminates) to the St Magnus Centre. This was suggested to us by Orkney Equality Forum in their response to the consultation and we were delighted to have an opportunity to address this issue once it had been highlighted to us.

With the needs of the voter always paramount for all elections and, in conjunction with the Polling Districts and Polling Places Review, we also decided it would be appropriate to conduct a survey on how the residents of the outer isles felt following the introduction of postal ballots for all our outer islands, namely Westray, Sanday, Stronsay, Flotta, Hoy and Walls, Rousay, Egilsay, Wyre, Gairsay, Eday and Shapinsay. The outcome of this survey indicated that this is working well. An indication of its popularity is that the numbers for postal votes are continuing to rise for each election. Indeed, the North Isles Ward continued to have the highest

percentage turnout for the European Election. The polling place for electors from the North Isles Ward who would like to vote in person is St Magnus Centre, Kirkwall.

Although our next Review will not take place until 2018, through regular election team meetings, observations from staff, polling station inspections on polling day, and our performance monitoring reports to the Election Commission, we can ensure that the situation is kept under regular review after each and every election and acted upon where necessary.

### **Evidence**

All local authorities are under a duty to review their UK Parliamentary polling districts and polling places at least once every four years. The Council completed a review of polling places in 2011 and a number of changes were made for the election held in May. As a result of feedback and other issues that have emerged, such as questions regarding lower turnout, there is a need to undertake a further review to ensure there are no barriers for people exercising their democratic right to vote. This will include assessing views on the suitability and accessibility of the current polling stations, for example whether voters found getting into the building difficult or parking was a problem on polling day.

In the Local Government election in May 2012 the turnout was 50.8% compared to 55.9% in 2007.

In the Scottish Parliamentary election in 2011 the turnout was 49.9% compared to 55.19% in 2007.

Source: Elections Manager.

## Equality Outcome 7

### Equality Outcome 7 (Council and Education Authority Outcome)

An increased proportion of Council and Education Authority communication adheres to the Principles of Inclusive Communication good practice standards.

Protected Characteristics.

All.

General Duty.

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity.

### Output

Take a consistent approach across the Council and Education Authority to more inclusive communication and work towards the Principles of Inclusive Communication published by the Scottish Government in 2011 ([Reference 5](#)) through training and awareness raising. The Principles are as follows:

- Communication accessibility and physical accessibility are equally important.
- Every community or group will include people with different communication support needs.
- Communication is a two-way process of understanding others and expressing yourself.
- Be flexible in the way your service is provided.
- Effective user involvement will include the participation of people with different communication support needs.
- Keep trying.

Executive Directors to evidence their actions to meet these principles.

### Progress

Staff in all our Services are aware of and have access to the Principles of Inclusive Communication. We recommend staff to follow the guidelines set down in the Orkney Community Planning Partnership's Consultation and Engagement Guide. We would also like to highlight some of the ways we communicate in different service areas:

- Along with other public sector bodies we procure services that are competitively tendered. In order to ensure that our local companies are able to competitively tender for such services, our Business Gateway offers training opportunities for interested parties. Where necessary, the Business Gateway ensures that special needs are catered for and endeavours to use as many channels available to advertise these opportunities as possible.
- In Community, Learning and Development we now work in partnership with Orkney Disability Forum and the Young Carers group to deliver specific youth services for these groups of young people. These groups have different communication and support needs. We also work in partnership with various organisations to share training opportunities etc., for example Orkney Blide Trust.

- Within Finance Services we continue to use a multi-media approach for maximum inclusion. A good example of this is again the Council's Christmas grant payments whereby the recipients of the grant are either written to directly, with most of the application form completed, or they can download a form from the internet. Alternatively they can telephone us and a form will be sent to them. The Grant is advertised in the local newspaper and on local radio. Advice was sought from the Royal National Institute for the Blind on how best to cater for recipients with visual impairments.

### **Case Study**

In March 2014 officers from Democratic Services engaged with pupils from secondary 4 to 6 from both of our largest secondary schools and ran mock Referendums in the schools to show the younger voters, who would be voting for the first time, what to expect at an election.

Pupils were also encouraged to take part in counting the votes to enable them to see the full process and what happens to their vote after they have placed it in the ballot box. This proved extremely successful as the pupils felt being able to visually experience the whole voting process gave them not only the knowledge of the democratic process but also the confidence of being able to place their vote at a polling station for the first time.

- In Housing we have put in place and funded arrangements with other agencies to provide support to people who are vulnerable for whatever reason. We also hold records where someone has indicated that information is required in alternative formats. For example, this could include a record of someone having a hearing or visual impairment and requiring additional assistance in the event of a repair where they may be unable to hear a tradesman calling at the door.
- Legal Services is responsible for handling information requests from members of the public. If the information to be released is particularly complex or potentially distressing, we will offer the applicant the opportunity to come to the Council Offices to go through the information with a member of staff in order to explain the context. We also offer members of the public the opportunity to make appointments to speak with registration and licensing staff. This allows staff to go through the requirements of legislation with people if they are unsure of the information on the Council's website.
- In Transport, all timetables are available online, printed and in large print. It is available to download in accessible versions and our Web Developer has collated statistics which show that this has proved popular with users. Ferries Service provides 'a human voice' response six days per week for those unable to access timetable information in written form. Although costly, this service is seen to meet the needs of all customers. Provision is also made for a 'human' service for bus information at the Travel Centre in the summer months. Travel and tourist information is provided in multi-lingual format for visiting cruise tourists. Our ferries staff, ashore and afloat, receive training in customer care and relationships.

- Communication is integral to social work skills and values and within Orkney Health and Care we aim to treat everyone as individuals, adjusting our methods of communication to suit the individual's needs and abilities. At the end of 2014 we published booklets in partnership with the ChooseLife programme and the Scottish Association for Mental Health. The booklets provide a guide to local support and services for people with suicidal feelings or who have been affected or bereaved by suicide. It was interesting to note that the standard print version was the first link available on the list on our website and was therefore more likely to be downloaded once identified. However, the accessible version accounted for 40% of the total downloads. This would indicate that an accessible and easier read document is highly desired. We also make regular use of local Advocacy Services where it is felt that an individual requires support to express their views or engage with services. We have undertaken staff surveys to identify training needs in visual and hearing impairment awareness.

### **Case Study**

In Orkney Health and Care's Children's Services we offer families and young people the opportunity to meet the day before child protection case conferences to read through the report, prepare for the meeting and consider questions. This ensures they are empowered to fully participate. Even where a parent is not invited to the meeting, an opportunity is given to meet or have a telephone discussion with the Chair beforehand. Parents, carers, children and young people are provided with templates to communicate their views in writing. These templates were developed with input from children and families themselves.

### **Education**

In Education our staff are aware of and have access to the Principles of Inclusive Communication.

We have prepared an online friendly version of our school handbook. This is available for parents and anyone else who wants to read it. It is available online and is also provided in other formats.

We have put a programme in place in some schools where there are pupils with additional support needs that, where there is a language barrier, work is ongoing to teach all pupils and staff to use sign language. This is in its early stages and may be developed further dependent upon the success of the project.

### **Evidence**

At the time we set this outcome anecdotal evidence suggested there was then a lack of consistency. As communication is so important we wanted to ensure we did everything we could to communicate well and in an appropriate manner for the individual circumstances.

## Equality Outcome 8

Equality Outcome 8 (Education Authority Outcome)	
Ensure there are no barriers for looked after children and young people for opportunities within education.	
Protected Characteristics.	Age.
General Duty.	<ul style="list-style-type: none"> <li>• Eliminate unlawful discrimination, harassment and victimisation.</li> <li>• Advance equality of opportunity.</li> </ul>

### Output

A system will be developed and embedded to ensure we proactively identify potential barriers in accessing education at an early stage for looked after children. This, in conjunction with the process currently in place to monitor the educational outcomes for looked after children and young people, will identify areas for improvement. This will allow for early intervention if difficulties arise, either through a single-agency or multi-agency plan.

### What progress have we made?

This was developed in October 2014 and progress will be reported in the next report. It was developed to replace the previous outcome, 'Ensure there are no barriers to pupils for opportunities within education'. There was no evidence at that time that there were barriers, it was a proactive preventative measure to ensure that we were being fair and consistent and no groups were being disadvantaged. Following discussions with the Equality and Human Rights Commission as part of the Improving Equality Outcomes project we decided to replace this outcome with the one shown above based on the following evidence.

### Evidence

According to information provided by Orkney Health and Care, as at 31 July 2014 Orkney had 39 Looked After Children. The 39 Looked After Children comprise more girls than boys and range in age from under a year old to 17 years of age. The authority's Looked After and Accommodated children are in a range of child care placements, including local fostering households, residential child care establishments, local kinship care households and out of Orkney placements. The goal for all children who become looked after is to establish long term stability of care, whether this is a return home, with extended family or alternative carers (residential, foster or adoptive). Robust reviewing arrangements are critical to ensuring that looked after children's plans are progressing timeously, making a difference and that well-being needs are met.

Improving the Education of Looked After Children: a Guide for Local Authorities and Service Providers published by the Scottish Government in 2009 states, 'If we are genuinely committed to improving outcomes of our looked after children and young people and care leavers, it is essential that we all understand them better. We need to be aspirational and ambitious in our approach; an approach based on sound research and practice evidence which is under pinned by robust monitoring and management systems.'



The Improving the Educational Outcomes of Scotland's Looked After Children: A New Reporting Framework published by the Scottish Government in 2009 goes on to say, 'Although data is to be used for the purpose of reporting outcomes at a local and national level, the primary reason for collecting and sharing data is to identify and meet the needs of individual looked after children and young people.'

The Guide to Getting It Right For Every Child published by the Scottish Government in 2012, promotes 'an integrated and co-ordinated approach to multi-agency planning. It looks to practitioners to work in accordance with legislation and guidance but also expects agencies to think beyond their immediate remit, drawing on the skills and knowledge of others as necessary and thinking in a broad, holistic way. For example, a care plan for a child looked after by the local authority, a health care plan, or an individualised education plan should be incorporated within the child's plan where the child or young person's circumstances require this.'

Education Outcomes for Scotland's looked after children, published by the Scottish Government on 24 September 2014, gives the following information on the educational outcomes of young people who were looked after at any point during 2012 / 2013 and who left school during that academic year.

- Looked after children continue to have lower attainment. Their average tariff score is improving overall.
- Looked after young people experiencing only one placement have higher average attainment than those with more placements.
- Looked after children less likely to go into positive destinations after they leave school.
- Looked after children are less likely than non-looked after children to maintain initially positive destinations.
- Looked after children still have poorer school attendance, but percentage attendance is improving.
- Children looked after at home have the poorest attendance records of all looked after children.
- Rates of exclusions among looked after children continue to fall.
- Looked after children are much more likely to be excluded from school than the average pupil.

## Licensing Board Outcomes

The Board progressed all its outcomes by means of a substantial updating exercise in late 2014 through the operation of the Equality and Human Rights Commission Improving Equality Outcomes Project. Benchmarking is in progress with a view to further improvement. In November 2014 the Clerk to the Licensing Board met with a representative of the Equality and Human Rights Commission when he visited Orkney and discussed the outcomes and the challenges faced by licensing boards in setting outcomes. It is hoped that examples of good practice will be issued by the Commission to assist licensing boards.

### Licensing Board Equality Outcome 1

Equality Outcome 1	
<b>Policy and Practice</b> Staff, Licensing Board members, the public, licence holders, applicants, etc. are confident that Licensing Board policies and practices are accessible and operate in a fair and non-discriminatory way.	
Protected Characteristics.	All.
General Duty.	<ul style="list-style-type: none"><li>• Eliminate unlawful discrimination, harassment and victimisation.</li><li>• Advance equality of opportunity.</li></ul>

#### Output

Carry out equality impact assessments for all policies and practices.

#### Progress

Equality impact assessments have been completed and published for:

- Alcohol Licensing Policy.
- FOI Model Publication Scheme.
- Gambling Policy.
- Multi-Equality Strategy.

A system has been developed to ensure that the board has sufficient evidence to make an informed choice, and that mitigating actions are identified where appropriate.

## Licensing Board Equality Outcome 2

### Equality Outcome 2

#### Systems

Staff, Licensing Board members, the public, licence holders, applicants, etc. are confident that Licensing Board systems are accessible and free from discrimination.

Protected Characteristics.

All.

General Duty.

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

#### Output

Carry out monitoring in accordance with the Strategy.

#### Progress

An equalities monitoring form has been developed and published and an equalities incident form has been developed and issued to staff. Information from completed forms will be collated, analysed and reported to the Board annually.

Equality information on all protected characteristics is requested as part of the application process and is analysed and presented to the Board annually.

Equality information on the age, gender and race of individuals holding liquor premises or personal licences is captured by staff and analysed and reported to the Board annually.

We are now in a position where, although we have issued a total of 435 personal licences, 85 have been revoked; 38 have surrendered; and eight are deceased, leaving 304 licences in force. Also, some of the individuals who held premises licences have ceased to do so. Analysis of licences in force was included in the annual report to the Board in 2014. They were provided with the figures from when the previous Strategy was prepared in August 2012 and those for January 2014 to allow comparisons.

The figures have now been further updated as follows:

<b>Licensed Premises Statistics</b>			
	August 2012.	January 2014.	February 2015.
<b>Premises Licences (Liquor).</b>			
On Sales.	20	19	18
Off Sales.	36	36	36
On and Off Sales.	48	45	44
Registered Clubs.	10	10	10
Total.	114	110	108
<b>Personal Licences (Liquor).</b>			
In Force.	355	396	304
<b>Premises Licences (Gaming).</b>			
Betting.	1	0	0
Bingo.	0	0	0
Adult Gaming Centre.	0	0	0
Family Entertainment Centre.	0	0	0
Notice of Automatic Entitlement.	9	11	11
Gaming Machine Permits.	0	0	0
Club Gaming Permits.	0	0	0
Club Gaming Machine Permits.	3	4	4
Lotteries Registrations.	137	120	127
Total.	150	135	142

### **Licence Holders**

Many applicants who approach the Board are business entities which do not generate information in respect of many of the protected characteristics. Of 108 liquor premises licence holders, 68 are business entities and 40 are individuals. By their nature, club gaming machine permits and small society lottery registrations are applied for by business / non-individual entities.

Of those applicants who are individuals, none have submitted Equality Monitoring Forms. Accordingly, equality monitoring information in relation to those applicants is limited, but it has been possible to extract certain information relating to licence holders from our records in relation to individuals holding liquor premises or personal

licences. The information available in August 2012 when our Strategy was prepared; in January 2014; and in February 2015 was:

<b>Licence Holders</b>			
	August 2012.	January 2014.	February 2015.
<b>Gender.</b>			
Male.	38%	39%	39%
Female.	62%	61%	61%
<b>Age.</b>			
18 to 30.	16%	16%	18%
31 to 50.	45%	44%	44%
Over 50.	39%	40%	38%
<b>Place of Birth.</b>			
Scotland.	69%	69%	71%
England / Wales / Ireland.	24%	25%	21%
Europe.	4%	3%	3%
Other.	3%	3%	5%

## Licensing Board Equality Outcome 3

Equality Outcome 3	
<b>Capacity and Training</b>	
Staff, Licensing Board members, the public, licence holders, applicants, etc. are confident that Licensing Board systems are accessible and operate in a fair and non-discriminatory way.	
Protected Characteristics.	All.
General Duty.	<ul style="list-style-type: none"> <li>• Eliminate unlawful discrimination, harassment and victimisation.</li> <li>• Advance equality of opportunity.</li> </ul>

### Output

The Board is comprised of elected members of the Council who are subject to an ongoing training programme which includes equality awareness raising and equality and the decision making process. The Board is supported by the Council's Policy Officer (Equalities) in this regard.

Staff are subject to the Council's training regime and requirements as employees of the Council. In addition, the following assist in awareness raising:

- Briefings for elected members and senior management team.
- Information to key contacts within the Council when required.
- Items and updates on staff information portal and website.

### Progress

Members of the Board and staff have been trained in accordance with Council processes which include:

- The Council provides a number of different courses and approaches to learning and development on equality and diversity. Equality and diversity is one of the core courses for new employees. As well as an iLearn course, training workshops for groups of staff are held. Training workshops have been developed on equality impact assessment and sessions are regularly held.
- Equality is built into the induction process for any new employees and every employee is encouraged to complete the equality and diversity module available on iLearn at least once every three years. We appreciate not all of our employees have access to computers or are able to use them comfortably and in those cases we make alternative arrangements to suit the specific circumstances.
- Following the Local Government Election in May 2012 an induction programme for all elected members and senior management team included a half day equalities workshop.
- Training workshops have been held for all officers in the Council who carry out consultation and engagement. Consultation and engagement is a vital part of understanding the potential impact our policies and decisions could have on people and groups of people with different protected characteristics.

## **Employment Information**

We are the largest employer in Orkney and are committed to being fair and inclusive.

Like all public authorities we have a legal duty to gather and publish information on our staff. Gathering and analysing employment information is important for a number of reasons. The information helps us to identify and understand what impact, if any, our policies and practices have on people with different protected characteristics. We can assess whether we are discriminating in any of our practices and consider whether we need to take action to advance equality of opportunity or foster good relations. We aim to ensure that there are no barriers to individuals seeking employment.

Publishing employment information enables external monitoring bodies such as the Equality and Human Rights Commission to monitor our compliance with current equality legislation and good practice guidelines.

The Education Authority is an integral part of Orkney Islands Council with a remit that covers a range of services. For the purposes of this report, separate statistics have been produced for teaching staff only.

Orkney Islands Area Licensing Board does not have any employees and therefore there are no separate statistics listed. The staff who support the work of the Board are Council employees.

## **Gathering and Publishing Employment Information**

In 2010, in order to obtain a baseline staff profile for monitoring and reporting purposes, we issued a questionnaire to all employees, including relief staff. The responses to the questionnaire are added to the employees' records on the Resource Link HR System where they are retained solely for equalities monitoring and reporting purposes. The data is securely held and can only be accessed by a small number of named officers within HR and Performance. This provided us with monitoring information on approximately 59% of our staff, although not all staff who responded answered all the questions. A version of this questionnaire is also issued to new employees.

This gap in information was recognised in our equality outcome 2: Ensure there are no barriers in recruitment, training or promotion opportunities. To achieve this outcome we have made a commitment to developing a clear understanding of the local population breakdown and to seek to collect data by protected characteristic from 100% of Council employees by 2016 to ensure there are no barriers in recruitment, training or promotion, with a target response rate of 80%. This is an overall equality outcome which applies to the Council and Education Authority.

When applicants apply for jobs they are also asked to complete an equalities monitoring form. This is used solely for monitoring purposes and the information is not seen by officers on the selection panel.

It must be acknowledged that there are challenges in collecting and publishing information on employees. Employees and potential employees have the legal right not to disclose information about their protected characteristics; any information they supply is on a purely voluntary basis.

There are also issues around publishing information where numbers are low. To ensure anonymity for certain equality groups it has been decided not to publish the figures in certain categories. Each decision was taken in accordance with guidance given in the 'Equality Act 2010: Specific Duties to Support the Equality Duty' guide for public sector organisations published by the Government Equalities Office in October 2011 and 'Anonymisation: managing data protection risk code of practice' published by the Information Commissioner's Office in November 2012. According to these documents, information published must not identify individuals and good practice indicates that this means not publishing sensitive personal information about groups of fewer than 10 people. Although the figures in these categories have not been published, they have been collected and analysed by us.

We have collected and analysed information on our staff profile, starters and leavers, recruitment and selection and disciplinary, grievance and dignity at work cases. The data has been collated from a number of sources, including the Resource Link HR System, the National Recruitment Portal and manual recording records. The aim is to fully utilise the Resource Link HR System to support improvements in data collection.

Where figures come under 'Information not provided' it means that the employee or prospective employee has either not returned their form to us or has returned the form but declined to answer that particular question.



Given the challenges in collecting and publishing employment information it should be viewed as indicative rather than definitive. We acknowledge that it will take time to develop systems to collect information for those few areas where data collection systems are not currently in place.

## **How we use Employment Information**

The employment information we gather is analysed and monitored. This allows us to track our progress in meeting the general equality duty. It is used to ensure that we have fair and open recruitment practices and that, as far as possible, the workforce is reflective of our community. Our Human Resources team use the information to ensure access to appropriate supports. It is also used to ensure that there is no indication of any discriminatory practices. We expect our employees to behave in a manner that reflects our commitment to fair treatment and respect.

The information is also vital for workforce planning. In 2014 we developed a new HR Strategy. The HR Strategy 2014 - 18 will support the Council Plan 2013 - 18 and the achievement of the Council's stated priorities and delivery of statutory responsibilities. It also takes account of the challenging financial environment and the planned work of the Council's Change programme. One of the three workforce priorities is reshaping the workforce. This is about ensuring we continue to strive to have the right people, in the right place, at the right time. The Strategy acknowledges that there will be some key areas of staffing pressures where additional resources are likely to be required, for example within social care, and these demands must be planned for. The employment information gathered helps us do this as well as information on our population from the Census 2011.

The employment data is for the period 1 January until 31 December 2014. Any comparisons with 2013 are for the same period in that year.

## **Current Workforce**

The number of Council staff in post as at 31 December 2014 was 2,678. This was made up of 2,313 non-teaching staff and 365 teachers including part time staff. These figures also include relief workers. Those employees who hold more than one post are only counted once, in respect of their main post.

Excluding relief workers the number of staff in post as at 31 December 2014 was 2131, made up of 1,840 non-teaching staff and 291 teachers.

## **Recruitment, New Starts and Leavers**

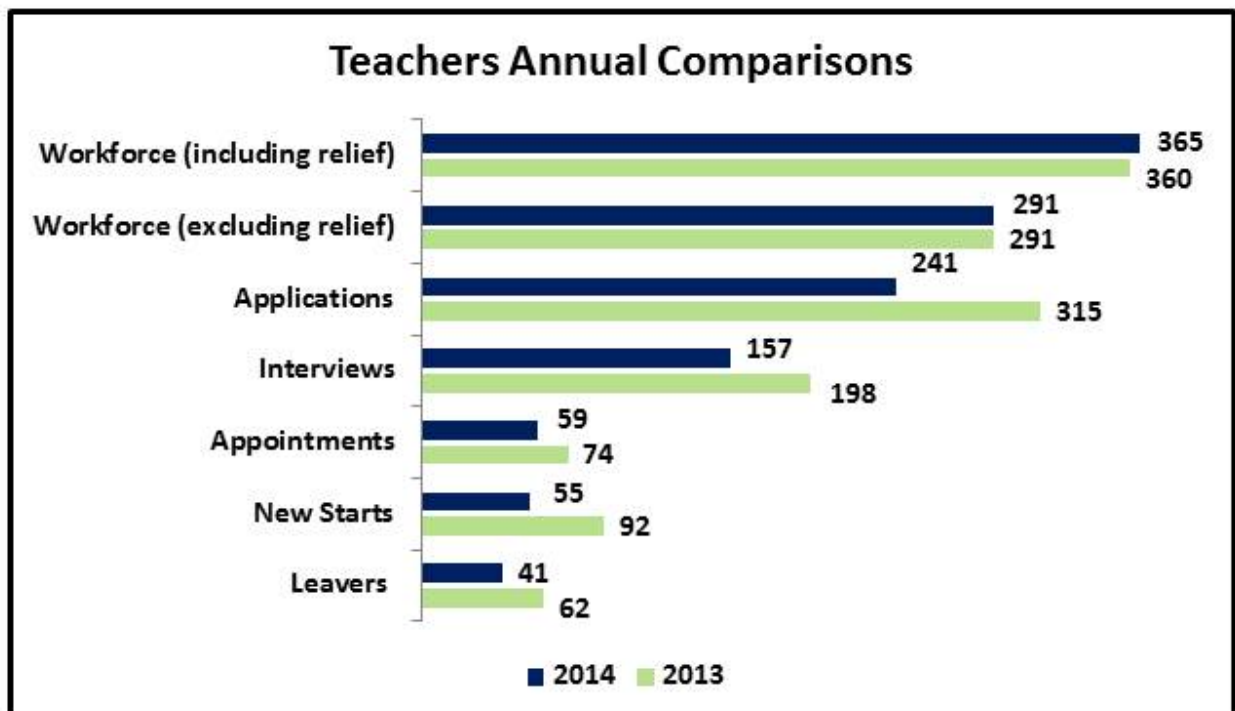
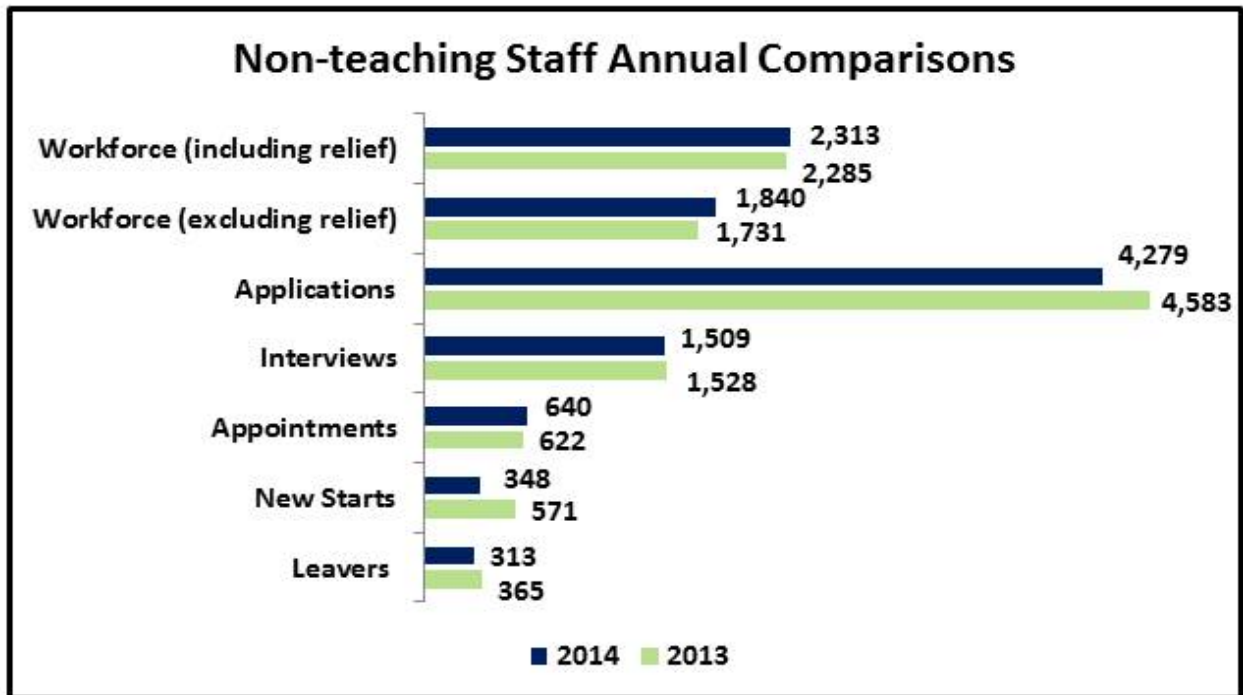
During 2014, we received a total of 4,279 non-teaching applications and 241 teaching applications. Of these, 1,509 non-teaching and 157 teaching candidates were called for interview. This resulted in 640 non-teaching appointments and 59 teaching appointments being made in 2014.

There were 348 non-teaching new starts during 2014 and 55 new start teachers. During the same period 313 non-teaching staff and 41 teachers left the Council.

The new start figures are different from appointments figures. This is because some new starts are appointed as relief workers or have filled supply posts; these are not

counted as an appointment on the National Recruitment Portal, but are entered into our Resource Link HR System.

The figures for applications, interviews and appointments are obtained from the National Recruitment Portal and the figures for new starts and leavers are obtained from the Resource Link HR System.



## **Promotions**

This year we are unable to provide a breakdown of promoted posts. The previous recruitment system provided us with a breakdown of those who indicated that they were already employed by the Council but this does not specify whether the post they were applying for was a promoted post or not. Internal applicants may be individuals on temporary contracts who are applying for similar posts to either make permanent their employment or to maintain temporary employment within the same post. In addition the figure will include people moving to a different role of the same grade, or even a lesser grade where they have made a lifestyle choice to change career direction.

It is hoped that the introduction of Talentlink in January 2015 will allow a more reliable reporting tool for this area and testing will be undertaken during the year to ensure progress can be made.

## **Disciplinary, Grievance or Dignity at Work Cases**

We aim to ensure that employees have a route to raise concerns in the course of their employment. Collection and analysis of figures for these cases is important to ensure that disciplinary, grievance and dignity at work policies and procedures are applied consistently across the Council and Education Authority and as such the profile should be reflective of the workforce. Because of low numbers we cannot publish the details but can confirm that cases involved predominantly 'White Scottish' or 'Other British' people. They were fairly similarly divided between male and female and came from a number of age ranges. The largest staff ethnic groups in the Council and Education Authority are 'White Scottish' then 'Other British'.

No equalities monitoring forms were completed for 2014 by employees involved in disciplinary procedures. The data has been gathered from the Resource Link HR System.

These figures show no indication of discrimination involving any particular equality strand. The relatively low level of grievances reflects our approach of having grievances resolved, wherever possible, informally at local level.

## **Training**

We have collated and analysed figures for training for 2013 and 2014. Because of low numbers they are not being published but analysis shows they are proportionate to the profile of the workforce.

## Race

### Census Information – Ethnicity

<b>Population of Orkney - Breakdown by ethnicity</b>		
Ethnic Categories.	Number.	% of population.
White: Scottish.	16,960	79.44%
White: Other British.	3,777	17.69%
White: Irish.	100	0.47%
White: Gypsy / Traveller.	3	0.01%
White: Polish.	84	0.39%
White: Other White.	269	1.26%
Mixed or multiple ethnic groups.	39	0.18%
Asian, Asian Scottish or Asian British: Pakistani, Pakistani Scottish or Pakistani British.	15	0.07%
Asian, Asian Scottish or Asian British: Indian, Indian Scottish or Indian British.	18	0.08%
Asian, Asian Scottish or Asian British: Bangladeshi, Bangladeshi Scottish or Bangladeshi British.	7	0.03%
Asian, Asian Scottish or Asian British: Chinese, Chinese Scottish or Chinese British.	18	0.08%
Asian, Asian Scottish or Asian British: Other Asian.	31	0.15%
African: African, African Scottish or African British.	13	0.06%
African: Other African.	0	0.00%
Caribbean or Black: Caribbean Scottish or Caribbean British.	3	0.01%
Caribbean or Black: Black, Black Scottish or Black British.	1	0.00%
Caribbean or Black: Other Caribbean or Black.	0	0.00%
Other ethnic groups: Arab, Arab Scottish or Arab British.	6	0.03%
Other ethnic groups: Other ethnic group.	5	0.02%
Source: 2011 Census General Register for Scotland.		

## Staff in post - Ethnicity

<b>Staff in post – Non-teaching</b>		
Ethnic categories.	Number.	% of total.
White Scottish.	930	40.21%
White Other British.	294	12.71%
White Irish.	<10	<0.43%
Any other white background.	<10	<0.43%
Mixed.	0	0.00%
Asian Indian.	<10	<0.43%
Asian Pakistani.	0	0.00%
Asian Bangladeshi.	0	0.00%
Asian Chinese.	0	0.00%
Any other Asian background.	<10	<0.43%
African.	0	0.00%
Caribbean.	0	0.00%
Black.	0	0.00%
Other ethnic background.	<10	<0.43%
Information not provided.	1080	46.69%

<b>Staff in post - Teachers</b>		
Ethnic categories.	Number.	% of total.
White Scottish.	124	33.97%
White Other British.	52	14.25%
White Irish.	<10	<2.74%
Any other white background.	0	0.00%
Mixed.	<10	<2.74%
Asian Indian.	0	0.00%
Asian Pakistani.	0	0.00%
Asian Bangladeshi.	0	0.00%
Asian Chinese.	0	0.00%
Any other Asian background.	0	0.00%
African.	<10	<2.74%
Caribbean.	0	0.00%
Black.	0	0.00%
Other ethnic background.	0	0.00%
Information not provided.	185	50.68%

The following table shows comparisons between figures for employees and Census figures. It is difficult to make any meaningful comparisons against the figures from the Census as employees have an option to refuse to provide the information and almost half of them did exercise this right. It can, however, be noted that the largest group of employees are White Scottish with the next largest group being White Other British which reflect the largest groups in the Census population figures.

<b>Ethnic groups Comparisons – Employees and Census</b>			
Ethnic group.	Census.	Non-teaching.	Teachers.
White: Scottish.	79.44%	40.21%	33.97%
White: Other British.	17.69%	12.71%	14.25%
White: Irish.	0.47%	<0.43%	<2.74%
White: Gypsy / Traveller.	0.01%	Not a category	Not a category
White: Polish.	0.39%	Not a category	Not a category
White: Other White.	1.67%	<0.43%	0.00%
Mixed or multiple ethnic groups.	0.18%	0.00%	<2.74%
Asian, Asian Scottish or Asian British: Pakistani, Pakistani Scottish or Pakistani British.	0.07%	0.00%	0.00%
Asian, Asian Scottish or Asian British: Indian, Indian Scottish or Indian British.	0.08%	<0.43%	0.00%
Asian, Asian Scottish or Asian British: Bangladeshi, Bangladeshi Scottish or Bangladeshi British.	0.03%	0.00%	0.00%
Asian, Asian Scottish or Asian British: Chinese, Chinese Scottish or Chinese British.	0.08%	0.00%	0.00%
Asian, Asian Scottish or Asian British: Other Asian.	0.15%	<0.43%	0.00%
African: African, African Scottish or African British.	0.06%	0.00%	<2.74%
African: Other African.	0.00%	0.00%	
Caribbean or Black: Caribbean Scottish or Caribbean British.	0.01%	0.00%	0.00%
Caribbean or Black: Black, Black Scottish or Black British.	0.00%	0.00%	0.00%
Caribbean or Black: Other Caribbean or Black.	0.00%	0.00%	0.00%
Other ethnic groups: Arab, Arab Scottish or Arab British.	0.03%	Not a category	Not a category
Other ethnic groups: Other ethnic group.	0.02%	<0.43%	0.00%
Information not provided.	0.00%	46.69%	49.04%

The annual comparisons in the following tables show that, for both non-teaching staff and teachers, figures are very similar to 2013.

<b>Staff in post - Non-teaching Annual Comparisons</b>		
Ethnic categories.	2014.	2013.
White Scottish.	40.21%	42.06%
White Other British.	12.71%	12.52%
White Irish.	<0.43%	<0.44%
Any other white background.	<0.43%	0.96%
Mixed.	0.00%	<0.44%
Asian Indian.	<0.43%	<0.44%
Asian Pakistani.	0.00%	0.00%
Asian Bangladeshi.	0.00%	<0.44%
Asian Chinese.	0.00%	0.00%
Any other Asian background.	<0.43%	<0.44%
African.	0.00%	<0.44%
Caribbean.	0.00%	<0.44%
Black.	0.00%	0.00%
Other ethnic background.	<0.43%	<0.44%
Information not provided.	46.69%	43.85%



<b>Staff in post – Teachers Annual Comparisons</b>		
Ethnic categories.	2014.	2013.
White Scottish.	33.97%	35.83%
White Other British.	14.25%	12.78%
White Irish.	<2.74%	<2.78%
Any other white background.	0.00%	<2.78%
Mixed.	<2.74%	<2.78%
Asian Indian.	0.00%	0.00%
Asian Pakistani.	0.00%	0.00%
Asian Bangladeshi.	0.00%	0.00%
Asian Chinese.	0.00%	0.00%
Any other Asian background.	0.00%	0.00%
African.	<2.74%	<2.78%
Caribbean.	0.00%	0.00%
Black.	0.00%	0.00%
Other ethnic background.	0.00%	0.00%
Information not provided.	50.68%	49.72%

## New starts – Ethnicity

<b>New Starts – Non-teaching</b>		
Ethnic categories.	Number.	% of total.
White Scottish.	55	15.80%
White Other British.	18	5.17%
White Irish.	0	0.00%
Any other white background.	<10	<2.87%
Mixed.	0	0.00%
Asian Indian.	0	0.00%
Asian Pakistani.	0	0.00%
Asian Bangladeshi.	0	0.00%
Asian Chinese.	0	0.00%
Any other Asian background.	0	0.00%
African.	0	0.00%
Caribbean.	0	0.00%
Black.	0	0.00%
Other ethnic background.	0	0.00%
Information not provided.	271	77.87%

<b>New Starts - Non-teaching Annual Comparisons</b>		
<b>Ethnic categories.</b>	<b>2014.</b>	<b>2013.</b>
White Scottish.	15.80%	30.65%
White Other British.	5.17%	9.63%
White Irish.	0.00%	0.00%
Any other white background.	<2.87%	<1.75%
Mixed.	0.00%	<1.75%
Asian Indian.	0.00%	0.00%
Asian Pakistani.	0.00%	0.00%
Asian Bangladeshi.	0.00%	0.00%
Asian Chinese.	0.00%	0.00%
Any other Asian background.	0.00%	<1.75%
African.	0.00%	0.00%
Caribbean.	0.00%	0.00%
Black.	0.00%	0.00%
Other ethnic background.	0.00%	0.00%
Information not provided.	77.87%	59.02%

<b>New Starts - Teachers</b>		
Ethnic categories.	Number.	% of total.
White Scottish.	<10	<18.18%
White Other British.	<10	<18.18%
White Irish.	0	0.00%
Any other white background.	0	0.00%
Mixed.	0	0.00%
Asian Indian.	0	0.00%
Asian Pakistani.	0	0.00%
Asian Bangladeshi.	0	0.00%
Asian Chinese.	0	0.00%
Any other Asian background.	0	0.00%
African.	0	0.00%
Caribbean.	0	0.00%
Black.	0	0.00%
Other ethnic background.	0	0.00%
Information not provided.	41	74.55%

<b>New Starts – Teachers Annual Comparisons</b>		
Ethnic categories.	2014.	2013.
White Scottish.	<18.18%	33.70%
White Other British.	<18.18%	<10.87%
White Irish.	0.00%	0.00%
Any other white background.	0.00%	0.00%
Mixed.	0.00%	<10.87%
Asian Indian.	0.00%	0.00%
Asian Pakistani.	0.00%	0.00%
Asian Bangladeshi.	0.00%	0.00%
Asian Chinese.	0.00%	0.00%
Any other Asian background.	0.00%	<10.87%
African.	0.00%	0.00%
Caribbean.	0.00%	0.00%
Black.	0.00%	0.00%
Other ethnic background.	0.00%	<10.87%
Information not provided.	74.55%	54.35%

## Leavers – Ethnicity

<b>Leavers – Non-teaching</b>		
Ethnic categories.	Number.	% of total.
White Scottish.	107	34.19%
White Other British.	41	13.10%
White Irish.	<10	<3.19%
Any other white background.	<10	<3.19%
Mixed.	<10	<3.19%
Asian Indian.	0	0.00%
Asian Pakistani.	0	0.00%
Asian Bangladeshi.	<10	<3.19%
Asian Chinese.	0	0.00%
Any other Asian background.	0	0.00%
African.	<10	<3.19%
Caribbean.	0	0.00%
Black.	0	0.00%
Other ethnic background.	0	0.00%
Information not provided.	157	50.16%

### Leavers – Non-teaching Annual Comparisons

Ethnic categories.	2014.	2013.
White Scottish.	34.19%	48.49%
White Other British.	13.10%	14.79%
White Irish.	<3.19%	
Any other white background.	<3.19%	
Mixed.	<3.19%	0.00%
Asian Indian.	0.00%	0.00%
Asian Pakistani.	0.00%	0.00%
Asian Bangladeshi.	<3.19%	0.00%
Asian Chinese.	0.00%	0.00%
Any other Asian background.	0.00%	0.00%
African.	<3.19%	0.00%
Caribbean.	0.00%	0.00%
Black.	0.00%	0.00%
Other ethnic background.	0.00%	0.00%
Information not provided.	50.16%	36.71%

You may want to note that in 2013 the White Other British, White Irish and Any other white background were put together into one category for publication purposes because of low numbers.

<b>Leavers - Teachers</b>		
Ethnic categories.	Number.	% of total.
White Scottish.	10	24.93%
White Other British.	<10	<24.39%
White Irish.	0	0.00%
Any other white background.	0	0.00%
Mixed.	0	0.00%
Asian Indian.	0	0.00%
Asian Pakistani.	0	0.00%
Asian Bangladeshi.	0	0.00%
Asian Chinese.	0	0.00%
Any other Asian background.	0	0.00%
African.	0	0.00%
Caribbean.	0	0.00%
Black.	0	0.00%
Other ethnic background.	0	0.00%
Information not provided.	28	68.29%



### Leavers – Teachers Annual Comparisons

Ethnic categories.	2014.	2013.
White Scottish.	24.93%	40.32%
White Other British.	<24.39%	<16.13%
White Irish.	0.00%	0.00%
Any other white background.	0.00%	0.00%
Mixed.	0.00%	<16.13%
Asian Indian.	0.00%	0.00%
Asian Pakistani.	0.00%	0.00%
Asian Bangladeshi.	0.00%	0.00%
Asian Chinese.	0.00%	0.00%
Any other Asian background.	0.00%	0.00%
African.	0.00%	0.00%
Caribbean.	0.00%	0.00%
Black.	0.00%	0.00%
Other ethnic background.	0.00%	0.00%
Information not provided.	68.29%	45.16%

### New Starts and Leavers Comparisons

Ethnic categories.	Non-teaching.		Teachers.	
	New starts.	Leavers.	New starts.	Leavers.
White Scottish.	15.80%	34.19%	<18.18%	<24.93%
White Other British.	5.17%	13.10%	<18.18%	<24.39%
White Irish.	0.00%	<3.19%	0.00%	0.00%
Any other white background.	<2.87%	<3.19%	0.00%	0.00%
Mixed.	0.00%	<3.19%	0.00%	0.00%
Asian Indian.	0.00%	0.00%	0.00%	0.00%
Asian Pakistani.	0.00%	0.00%	0.00%	0.00%
Asian Bangladeshi.	0.00%	<3.19%	0.00%	0.00%
Asian Chinese.	0.00%	0.00%	0.00%	0.00%
Any other Asian background.	0.00%	0.00%	0.00%	0.00%
African.	0.00%	<3.19%	0.00%	0.00%
Caribbean.	0.00%	0.00%	0.00%	0.00%
Black.	0.00%	0.00%	0.00%	0.00%
Other Ethnic Background.	0.00%	0.00%	0.00%	0.00%
Information not provided.	77.87%	50.16%	74.55%	68.29%

## Recruitment – Ethnicity

Recruitment - Non-teaching						
Ethnic categories.	Applicants.		Shortlisted.		Appointed.	
	Number.	% of total.	Number.	% of total.	Number.	% of total.
White Scottish.	2,619	61.21%	1033	68.46%	447	69.84%
White Other British.	878	20.52%	322	21.34%	126	19.69%
White Irish.	27	0.63%	<10	<0.66%	0	0.00%
Any other white background.	277	6.48%	47	3.11%	14	2.18%
Mixed.	13	0.30%	<10	<0.66%	0	0.00%
Asian Indian.	18	0.42%	<10	<0.66%	<10	<1.56%
Asian Pakistani.	<10	<0.23%	<10	<0.66%	0	0.00%
Asian Bangladeshi.	0	0.00%	0	0.00%	0	0.00%
Asian Chinese.	<10	<0.23%	0	0.00%	0	0.00%
Any other Asian background.	37	0.86%	<10	<0.66%	<10	<1.56%
African.	33	0.77%	<10	<0.66%	<10	<1.56%
Caribbean.	12	0.28%	0	0.00%	0	0.00%
Black.	0	0.00%	0	0.00%	0	0.00%
Other Ethnic Background.	<10	<0.23%	0	0.00%	0	0.00%
Information not provided.	353	8.25%	83	5.50%	48	7.50%

<b>Recruitment - Non-teaching Annual Comparisons</b>						
Ethnic categories.	Applicants.		Shortlisted.		Appointed.	
	2014.	2013.	2014.	2013.	2014.	2013.
White Scottish.	61.21%	60.94%	68.46%	65.05%	69.84%	66.40%
White Other British.	20.52%	25.66%	21.34%	25.13%	19.69%	23.47%
White Irish.	0.63%	0.83%	<0.66%	0.65%	0.00%	<1.61%
Any other white background.	6.48%	5.76%	3.11%	3.01%	2.18%	2.25%
Mixed.	0.30%	0.33%	<0.66%	0.00%	0.00%	0.00%
Asian Indian.	0.42%	0.33%	<0.66%	<0.65%	<1.56%	0.00%
Asian Pakistani.	<0.23%	<0.22%	<0.66%	<0.65%	0.00%	0.00%
Asian Bangladeshi.	0.00%	<0.22%	0.00%	<0.65%	0.00%	0.00%
Asian Chinese.	<0.23%	<0.22%	0.00%	<0.65%	0.00%	0.00%
Any other Asian background.	0.86%	0.41%	<0.66%	<0.65%	<1.56%	<1.61%
African.	0.77%	0.44%	<0.66%	<0.65%	<1.56%	<1.61%
Caribbean.	0.28%	<0.22%	0.00%	<0.65%	0.00%	0.00%
Black.	0.00%	<0.22%	0.00%	0.00%	0.00%	0.00%
Other Ethnic Background.	<0.23%	0.55%	0.00%	<0.65%	0.00%	<1.61%
Information not provided.	8.25%	4.43%	5.50%	4.71%	7.50%	6.59%

<b>Recruitment - Teachers</b>						
Ethnic categories.	Applicants.		Shortlisted.		Appointed.	
	Number.	% of total.	Number.	% of total.	Number.	% of total.
White Scottish.	161	66.80%	122	77.22%	42	71.19%
White Other British.	64	26.56%	21	13.29%	10	16.95%
White Irish.	<10	<4.15%	<10	<6.33%	<10	<16.95%
Any other white background.	<10	<4.15%	<10	<6.33%	<10	<16.95%
Mixed.	0	0.00%	0	0.00%	0	0.00%
Asian Indian.	0	0.00%	0	0.00%	0	0.00%
Asian Pakistani.	<10	<4.15%	0	0.00%	0	0.00%
Asian Bangladeshi.	0	0.00%	0	0.00%	0	0.00%
Asian Chinese.	<10	<4.15%	0	0.00%	0	0.00%
Any other Asian background.	0	0.00%	0	0.00%	0	0.00%
African.	0	0.00%	0	0.00%	0	0.00%
Caribbean.	0	0.00%	0	0.00%	0	0.00%
Black.	0	0.00%	0	0.00%	0	0.00%
Other Ethnic Background.	0	0.00%	0	0.00%	0	0.00%
Information not provided.	14	5.80%	<10	<6.33%	<10	<16.95%

<b>Recruitment – Teachers Annual Comparisons</b>						
Ethnic categories.	Applicants.		Shortlisted.		Appointed.	
	2014.	2013.	2014.	2013.	2014.	2013.
White Scottish.	66.80%	61.90%	77.22%	73.23%	71.19%	70.27%
White Other British.	26.56%	23.81%	13.29%	19.19%	16.95%	18.92%
White Irish.	<4.15%	<3.17%	<6.33%	<5.05%	<16.95%	<13.51%
Any other white background.	<4.15%	4.44%	<6.33%	<5.05%	<16.95%	<13.51%
Mixed.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Asian Indian.	0.00%	<3.17%	0.00%	0.00%	0.00%	0.00%
Asian Pakistani.	<4.15%	<3.17%	0.00%	0.00%	0.00%	0.00%
Asian Bangladeshi.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Asian Chinese.	<4.15%	0.00%	0.00%	0.00%	0.00%	0.00%
Any other Asian background.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
African.	0.00%	<3.17%	0.00%	0.00%	0.00%	0.00%
Caribbean.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Black.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Other Ethnic Background.	0.00%	<3.17%	0.00%	0.00%	0.00%	0.00%
Information not provided.	5.80%	5.40%	<6.33%	<5.05%	<16.95%	<13.51%

### **Summary – Ethnicity**

While the information is indicative rather than definitive the results strongly suggest that Council recruitment processes are fair. The ethnicity of new starts mirrors that of leavers. This suggests that there are no issues causing staff of a particular ethnicity to leave. Although White Scottish is the largest single group in each category, our analysis of the figures shows that we are attracting applicants from a range of ethnic backgrounds and short listing and appointments show proportionate results. The analysis suggests that there are no indications of discrimination in our recruitment processes, nor in staff retention.

### **Staff in post**

- The biggest single group of staff in post are those with a White Scottish ethnicity totalling 40.21% of non-teaching staff and 33.97% of teachers.

### **Starters and Leavers**

- 15.80% of starters and 34.19% of leavers among non-teaching staff were White Scottish. It should be noted that 77.87% of starters chose not to provide an answer to this question compared to 50.16% of leavers.
- The figures for teachers showed the highest number in both the starters and leavers categories were White Scottish and White Other British.

### **Applications**

- Candidates with a White Scottish ethnicity were the biggest single group, submitting 61.21% of the non-teaching applications and 66.80% of the teaching applications. However, the analysis shows we are attracting applicants from a wide range of ethnic backgrounds and short listing and appointments show proportionate results.

### **Shortlisted candidates**

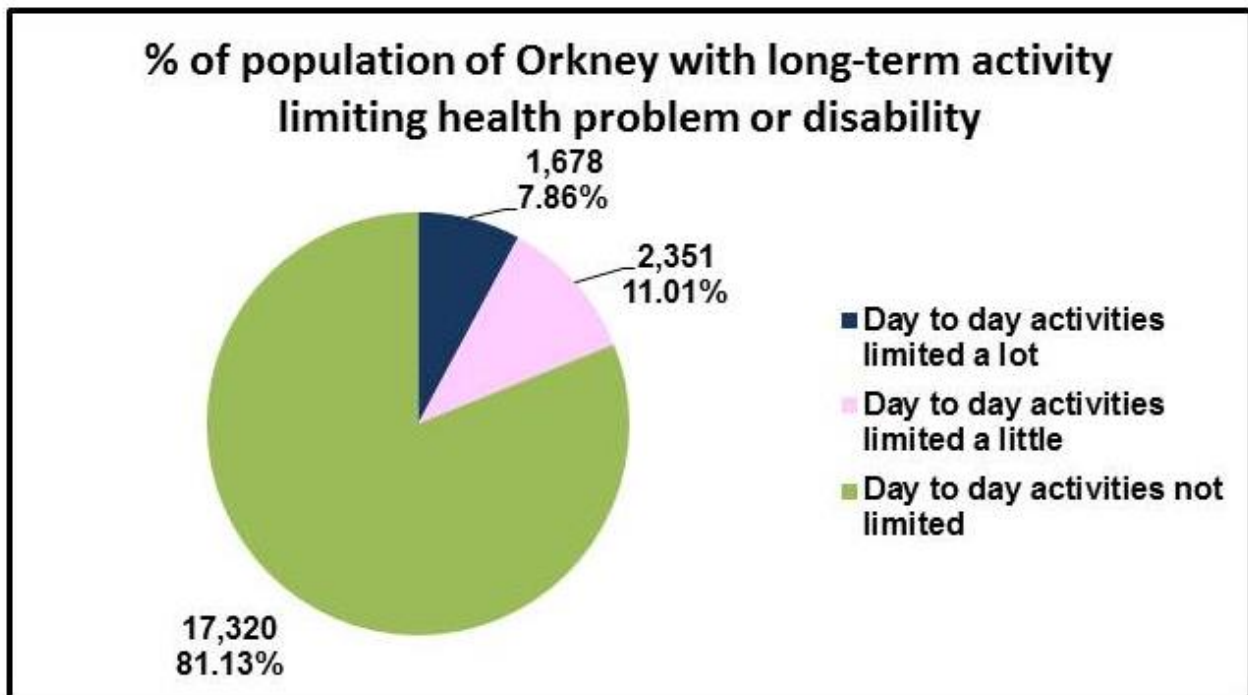
- The highest group of candidates who were shortlisted were again in the White Scottish group with a figure of 68.46% for non-teaching applicants and 77.22% of teacher applicants.

### **Staff appointed**

- The largest group for staff appointed is White Scottish at 69.84% for non-teaching appointments and 71.19% of teachers.
- There is a high degree of consistency between the numbers in each ethnic group applying for posts, and those being shortlisted and appointed which can be used as an indicator of fairness in recruitment and retention arrangements.

## Disability

### Census Information – Disability



Many disability organisations in Scotland now believe that, currently, approximately 1 in 4 of the population have some form of disability.

We appreciate the difficulties that someone with a disability can experience when seeking employment. As a 'two ticks' employer we guarantee to interview all applicants with a disability, providing they meet the minimum essential criteria of the job they are applying for, and we commit to assessing their suitability solely in terms of their abilities. We are regularly assessed on our ability to meet the criteria of the 'two ticks' scheme and are proud to have consistently maintained membership since 1997. The 'two ticks' symbol is awarded by Jobcentre Plus to recognise employers who have agreed to meet certain commitments regarding the recruitment, employment, retention and career development of disabled people.

Our equality outcome 1 is that more young, disabled and long term unemployed people are in work and training. We will offer a range of work experience opportunities to people facing barriers to employment, including disabled people. This will advance equality of opportunity and may help to tackle prejudice.

Our Managing Sickness Absence Policy and Procedure recognises our commitment to supporting employees who have a disability. This includes information on making reasonable adjustments in relation to disabled employees, including those who become disabled or whose condition worsens.



## Staff in post – Disability

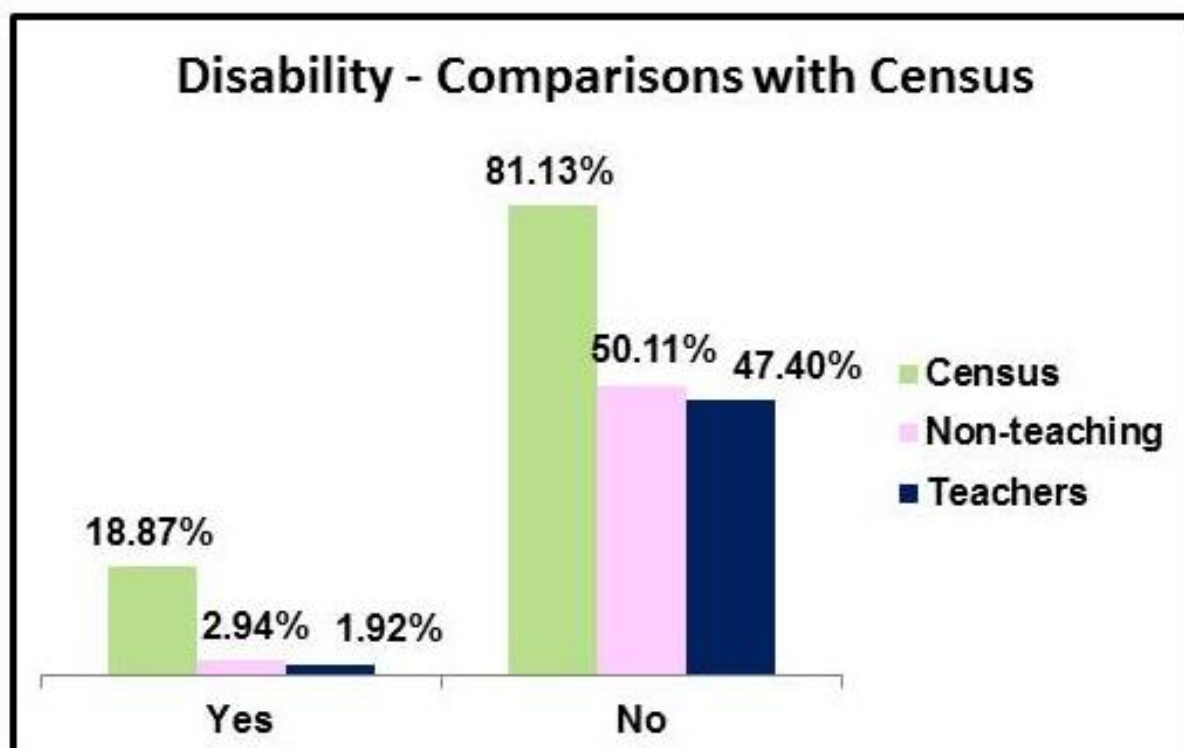
68 non-teaching Council employees consider themselves to have a disability compared to 1,159 who do not. 1,086 did not provide the information.

Comparisons with the previous year show the results to be very similar:

Staff in post - Non-teaching Annual Comparisons		
People who consider themselves to have a disability.	2014.	2013.
Yes.	2.94%	3.11%
No.	50.11%	52.87%
Information not provided.	46.95%	44.03%

The results for teachers cannot be published in full given the low numbers but have been collated and analysed. The percentage of teachers who have indicated they have a disability in 2014 is less than that for non-teaching staff, as was the case in 2013.

The following chart shows comparisons between staff figures and the figures from the 2011 Census. It should be noted that the Census did not have an option not to provide the information. In this chart the Census 'yes' figures include the 'Day to day activities limited a lot' and 'Day to day activities limited a little'.



## New starts and Leavers – Disability

Among non-teaching staff, less than 10 new starts and less than 10 leavers indicated that they had a disability. Compared with 2013 there were less new starts and leavers who indicated they had a disability, but a large number chose not to provide this information.

Among teachers the percentage who indicated that they had a disability was very similar to 2013. There were no leavers in 2014 who indicated they had a disability. Again, a large number chose not to provide this information.

Although the figures have not been published in full given the low numbers they have been collated and analysed.

## Recruitment – Disability

Recruitment and Selection - Non-teaching						
People who consider themselves to have a disability.	Applicants.		Shortlisted.		Appointed.	
	Number.	% of total.	Number.	% of total.	Number.	% of total.
Yes.	331	7.74%	88	5.83%	34	5.31%
No.	3638	85.02%	1345	89.13%	566	88.44%
Information not provided.	310	7.24%	76	5.04%	40	6.25%

Recruitment and Selection - Non-teaching Annual Comparisons						
People who consider themselves to have a disability.	Applicants.		Shortlisted.		Appointed.	
	2014.	2013.	2014.	2013.	2014.	2013.
Yes.	7.74%	9.62%	5.83%	7.66%	5.31%	5.14%
No.	85.02%	87.00%	89.13%	88.15%	88.44%	89.23%
Information not provided.	7.24%	3.38%	5.04%	4.19%	6.25%	5.63%

The totals are very similar to 2013. The analysis shows we are attracting applicants with disabilities and short listing and appointments show proportionate results. It is noted that the number of staff appointed is 34 whereas the number of new starts is less than 10. It is thought that the reason for this is that a much larger percentage of new starts chose not to provide this information.

The teaching results have not been published in full because of low numbers but have been collated and analysed. The number of applicants who indicated they had a disability was 12 (49.98%) which is higher than the figure for 2013 which was less than 10. The figures for those shortlisted and appointed are lower than 10 and are similar to the figures for 2013.

## **Summary – Disability**

While the information is indicative rather than definitive the results strongly suggest that Council recruitment processes are fair, we are not discriminatory, are promoting equal opportunities and making reasonable adjustments where necessary. The figures for teachers are too low to publish, but have been analysed and indicate that the number of new starts with disabilities is higher than the number of leavers.

The following is a summary of the figures for non-teaching staff:

### **Staff in post**

2.94% of staff indicated they have a disability.

### **Starters and Leavers**

Less than 10 new starts and less than 10 leavers indicated that they had a disability. A large number chose not to provide this information.

### **Applications**

7.74% of candidates indicated they have a disability.

### **Shortlisted candidates**

5.83% of candidates who were called for interview indicated they have a disability.

### **Staff appointed during 2014**

5.31% of applicants appointed indicated they have a disability.

## Religion or belief

### Census Information – Religion or belief

<b>Religion – 2011 Census figures for population of Orkney</b>		
Church of Scotland.	8,619	40.37%
Roman Catholic.	606	2.84%
Other Christian.	1,619	7.58%
Buddhist.	44	0.21%
Hindu.	13	0.06%
Jewish.	4	0.02%
Muslim.	20	0.09%
Sikh.	3	0.01%
Other religion.	131	0.61%
No religion.	8,363	39.17%
Not stated.	1,927	9.03%
Source: 2011 Census General Register for Scotland.		

### Staff in post – Religion or belief

<b>Staff in post – Non-teaching</b>		
Religion or belief.	Number.	% of workforce.
Christian - Church of Scotland.	487	21.05%
Christian - Roman Catholic.	26	1.12%
Other Christian.	114	4.93%
Buddhist.	<10	<0.43%
Hindu.	0	0.00%
Jewish.	0	0.00%
Muslim.	<10	<0.43%
Sikh.	0	0.00%
Pagan.	11	0.48%
Other religion.	25	1.08%
No religion.	471	20.36%
Information not provided.	1175	50.80%

<b>Staff in post - Teachers</b>		
Religion or belief.	Number.	% of workforce.
Christian - Church of Scotland.	59	16.16%
Christian - Roman Catholic.	<10	<2.74%
Other Christian.	28	7.67%
Buddhist.	0	0.00%
Hindu.	0	0.00%
Jewish.	0	0.00%
Muslim.	0	0.00%
Sikh.	0	0.00%
Pagan.	<10	<2.74%
Other religion.	<10	<2.74%
No religion.	59	16.16%
Information not provided.	204	55.89%

<b>Staff in post - Comparisons with Census</b>			
Religion or belief.	Census.	Non-teaching.	Teachers.
Church of Scotland.	40.37%	21.05%	16.16%
Roman Catholic.	2.84%	1.12%	<2.74%
Other Christian.	7.58%	4.93%	7.67%
Buddhist.	0.21%	<0.43%	0.00%
Hindu.	0.06%	0.00%	0.00%
Jewish.	0.02%	0.00%	0.00%
Muslim.	0.09%	<0.43%	0.00%
Sikh.	0.01%	0.00%	0.00%
Pagan.	Not an option.	0.48%	<2.74%
Other religion.	0.61%	1.08%	<2.74%
No religion.	39.17%	20.36%	16.16%
Information not provided.	9.03%	50.80%	55.89%

**Staff in post - Non-teaching Annual Comparisons**

Religion.	2014.	2013.
Christian - Church of Scotland.	21.05%	22.10%
Christian - Roman Catholic.	1.12%	1.27%
Other Christian.	4.93%	5.34%
Buddhist.	<0.43%	<0.44%
Hindu.	0.00%	0.00%
Jewish.	0.00%	0.00%
Muslim.	<0.43%	<0.44%
Sikh.	0.00%	0.00%
Pagan.	0.48%	<0.44%
Other religion.	1.08%	1.23%
No religion.	20.36%	20.96%
Information not provided.	50.80%	48.36%

**Staff in post – Teachers Annual Comparisons**

Religion.	2014.	2013.
Christian - Church of Scotland.	16.16%	17.50%
Christian - Roman Catholic.	<2.74%	1.27%
Other Christian.	7.67%	7.78%
Buddhist.	0.00%	<0.44%
Hindu.	0.00%	0.00%
Jewish.	0.00%	0.00%
Muslim.	0.00%	<0.44%
Sikh.	0.00%	0.00%
Pagan.	<2.74%	<0.44%
Other religion.	<2.74%	1.67%
No religion.	16.16%	15.56%
Information not provided.	55.89%	54.17%

## New starts – Religion or belief

<b>New Starts – Non-teaching</b>		
Religion.	Number.	% of total.
Christian - Church of Scotland.	25	7.18%
Christian - Roman Catholic.	<10	<2.87%
Other Christian.	<10	<2.87%
Buddhist.	0	0.00%
Hindu.	0	0.00%
Jewish.	0	0.00%
Muslim.	0	0.00%
Sikh.	0	0.00%
Pagan.	<10	<2.87%
Other religion.	0	0.00%
No religion.	46	13.22%
Information not provided.	261	75.00%

## Leavers – Religion or belief

<b>Leavers – Non-teaching</b>		
Religion.	Number.	% of total.
Christian - Church of Scotland.	46	14.70%
Christian - Roman Catholic.	<10	<3.19%
Other Christian.	20	6.39%
Buddhist.	<10	<3.19%
Hindu.	0	0.00%
Jewish.	0	0.00%
Muslim.	0	0.00%
Sikh.	0	0.00%
Pagan.	0	0.00%
Other religion.	<10	<3.19%
No religion.	66	21.09%
Information not provided.	167	53.35%

<b>New Starts and Leavers Non-teaching Comparisons</b>		
Religion.	New Starts.	Leavers.
Christian - Church of Scotland.	7.18%	14.70%
Christian - Roman Catholic.	<2.87%	<3.19%
Other Christian.	<2.87%	6.39%
Buddhist.	0.00%	<3.19%
Hindu.	0.00%	0.00%
Jewish.	0.00%	0.00%
Muslim.	0.00%	0.00%
Sikh.	0.00%	0.00%
Pagan.	<2.87%	0.00%
Other religion.	0.00%	<3.19%
No religion.	13.22%	21.09%
Information not provided.	75.00%	53.35%

The results for teaching new starts and leavers cannot be published in full given the low numbers but have been collated and analysed. The figures show Christian Church of Scotland is the highest group. A large number of teachers chose not to provide this information.

The figures for both teachers and non-teaching new starts and leavers cannot be compared with 2013 as this information was not analysed for that report.



## Recruitment – Religion or belief

Recruitment - Non-teaching						
Religion.	Applicants.		Shortlisted.		Appointed.	
	Number.	% of total.	Number.	% of total.	Number.	% of total.
Church of Scotland.	904	21.13%	389	25.78%	184	28.75%
Roman Catholic.	235	5.49%	49	3.25%	17	2.66%
Other Christian.	448	10.47%	182	12.06%	67	10.47%
Buddhist.	19	0.44%	<10	<0.66%	0	0.00%
Hindu.	<10	<0.23%	0	0.00%	0	0.00%
Jewish.	<10	<0.23%	0	0.00%	0	0.00%
Muslim.	17	0.40%	<10	<0.66%	0	0.00%
Sikh.	<10	<0.23%	0	0.00%	0	0.00%
Pagan.	28	0.65%	<10	<0.66%	<10	<1.56%
Other.	58	1.36%	<10	<0.66%	<10	<1.56%
No Religion.	1810	42.30%	681	45.13%	262	40.94%
Not provided.	747	17.46%	194	12.86%	99	15.47%

Recruitment - Teachers						
Religion.	Applicants.		Shortlisted.		Appointed.	
	Number.	% of total.	Number.	% of total.	Number.	% of total.
Church of Scotland.	65	26.97%	50	31.85%	12	20.34%
Christian - Roman Catholic.	22	9.13%	<10	<6.37%	<10	<16.95%
Other Christian.	35	14.52%	0	0.00%	8	13.56%
Buddhist.	<10	<4.15%	<10	<6.37%	0	0.00%
Hindu.	0	0.00%	0	0.00%	0	0.00%
Jewish.	0	0.00%	0	0.00%	0	0.00%
Muslim.	0	0.00%	0	0.00%	0	0.00%
Sikh.	0	0.00%	0	0.00%	0	0.00%
Pagan.	0	0.00%	0	0.00%	0	0.00%
Other.	<10	<4.15%	<10	<6.37%	<10	<16.95%
No Religion.	75	31.12%	50	31.85%	23	38.98%
Not provided.	40	16.60%	22	14.01%	12	20.34%

### Recruitment - Non-teaching Annual Comparisons

Religion.	Applicants.		Shortlisted.		Appointed.	
	2014.	2013.	2014.	2013.	2014.	2013.
Christian - Church of Scotland.	21.13%	20.34%	25.78%	26.77%	28.75%	26.37%
Christian - Roman Catholic.	5.49%	5.59%	3.25%	3.86%	2.66%	3.70%
Other Christian.	10.47%	12.81%	12.06%	12.70%	10.47%	12.70%
Buddhist.	0.44%	0.31%	<0.66%	<0.65%	0.00%	<1.61%
Hindu.	<0.23%	0.28%	0.00%	0.00%	0.00%	0.00%
Jewish.	<0.23%	<0.22%	0.00%	0.00%	0.00%	0.00%
Muslim.	0.40%	0.24%	<0.66%	<0.65%	0.00%	0.00%
Sikh.	<0.23%	<0.22%	0.00%	0.00%	0.00%	0.00%
Pagan.	0.65%	0.63%	<0.66%	<0.65%	<1.56%	<1.61%
Other.	1.36%	1.99%	<0.66%	2.09%	<1.56%	<1.61%
No Religion.	42.30%	46.89%	45.13%	41.56%	40.94%	42.77%
Not provided.	17.46%	10.89%	12.86%	12.37%	15.47%	12.86%

### Recruitment – Teachers Annual Comparisons

Religion.	Applicants.		Shortlisted.		Appointed.	
	2014.	2013.	2014.	2013.	2014.	2013.
Christian - Church of Scotland.	26.97%	27.62%	31.85%	32.83%	20.34%	24.32%
Christian - Roman Catholic.	9.13%	10.16%	<6.37%	6.57%	<16.95%	<13.51%
Other Christian.	14.52%	18.73%	<6.37%	15.66%	<16.95%	17.57%
Buddhist.	<4.15%	<3.17%	<6.37%	<5.05%	0.00%	<13.51%
Hindu.	0.00%	<3.17%	0.00%	0.00%	0.00%	0.00%
Jewish.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Muslim.	0.00%	<3.17%	0.00%	0.00%	0.00%	0.00%
Sikh.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Pagan.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Other.	<4.15%	<3.17%	<6.37%	<5.05%	<16.95%	0.00%
No Religion.	31.12%	25.40%	31.85%	28.79%	38.98%	31.08%
Not provided.	16.60%	15.24%	14.01%	15.15%	20.34%	21.62%

## **Summary – Religion or belief**

These figures show that:

- The Church of Scotland has the largest number of followers among non-teaching staff (21.05%) and teachers (16.16%).
- 20.36% of non-teaching staff and 16.16% of teachers indicated that they have no religion or faith.
- The highest group of new start non-teaching staff at 13.22% have no religion and this is also the highest group of leavers at 21.09%. The figures for new start teachers and leavers show Church of Scotland as the highest group.
- The largest group of applicants for non-teaching posts have no religion (42.30%). This is also the largest group of those appointed (40.94%).
- The largest group of applicants for teaching posts have no religion (31.12%) and this is also the largest group of those appointed (38.98%).

## **Sexual orientation**

Information on sexual orientation is something that many people feel uncomfortable divulging. The General Register Office for Scotland considered including a lesbian, gay, bisexual and transgender (LGBT) question in the 2011 Scottish census. A pilot was carried out in 2005 involving 4,400 households. They found: 'Overall only 2.2% of respondents declared non-heterosexual orientation.'

Most respondents felt that sexual orientation was too sensitive and too intrusive a question to include in a Census. Accordingly, no sexual orientation question was included.

The official UK Government estimate is that 6% of the population are gay, lesbian or bisexual. The size of the LGBT community in Orkney is not known.

The staffing figures in respect of sexual orientation have been collected and analysed but could not be published because of low numbers. The figures for recruitment, starters, leavers and promotions suggest that Council procedures are free from any discrimination on the grounds of sexual orientation.

The figures have been compared with those from the previous year and the percentages are very similar.

According to 'Living Together: Scottish Attitudes to lesbian, gay, bisexual and transgender people in 2012' a research document published by Stonewall Scotland in 2012, in the previous five years 6% of people (162,000 Scots of working age) have witnessed verbal homophobic or transphobic bullying at work and 2% (54,000 Scots of working age) have witnessed physical homophobic or transphobic bullying at work. The report goes on to say that all public sector organisations should embrace the provisions of the general equality duty to ensure they address inequalities experienced by their lesbian, gay, bisexual and transgender staff. Stonewall go on to say that, according to the Workplace Equality Index 2013 Staff Feedback Survey, only 64% of lesbian, gay and bisexual employees are open with all colleagues in their workplace.

## **Gender reassignment**

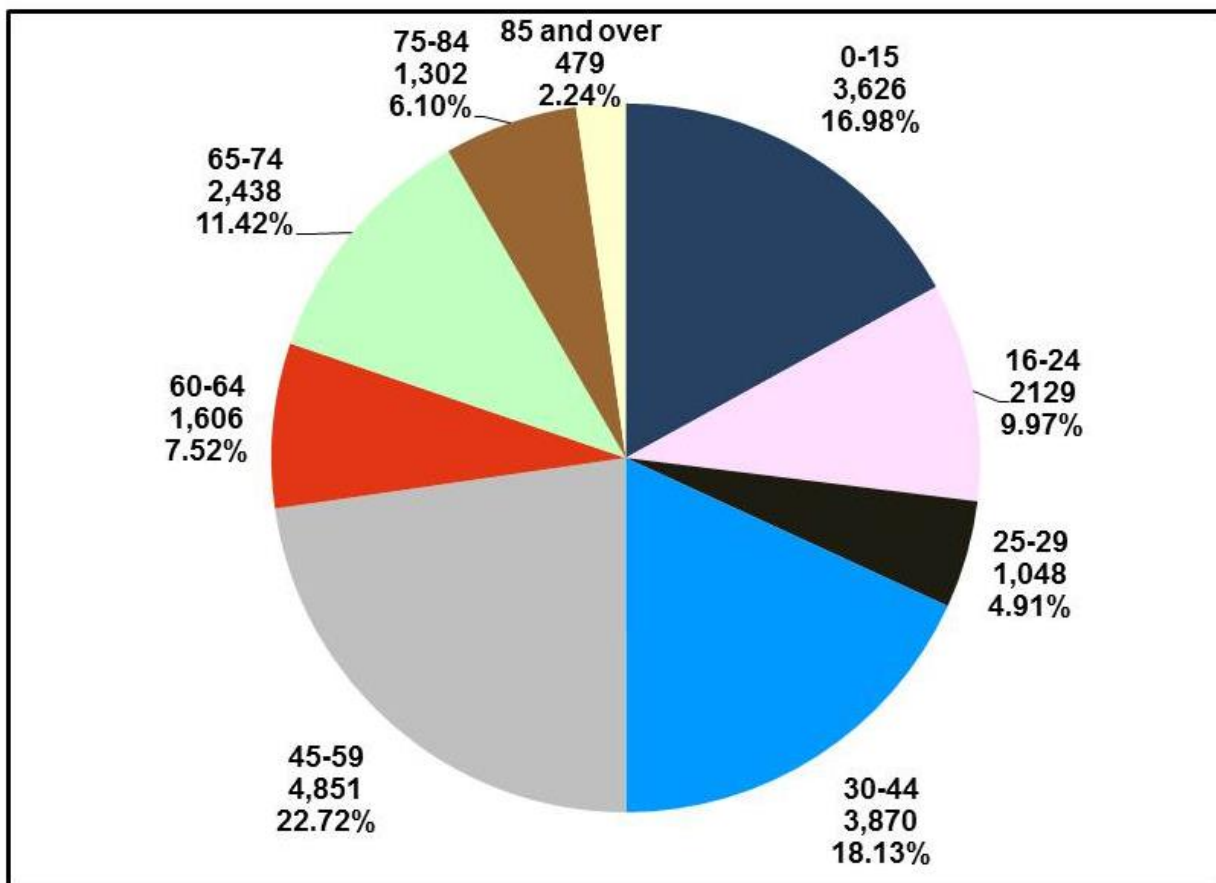
There is no reliable information on the numbers of people in Scotland who have transitioned from one sex to another. Various studies have shown that 70% of people who transition do so from male to female. The average age at which people realise they have gender dysphoria (a condition where a person feels that they are in a body of the wrong sex) is 14 and the average age to transition is 42.

Staffing figures in respect of gender reassignment have been collected but are not being published.

## Age

From a peak of 32,339 in the 1861 census, Orkney's resident population declined to a low of 17,077 in 1971. Since then, the population has recovered steadily and was 21,349 in the 2011 Census. The natural growth rate (births minus deaths) is still negative, but birth numbers have been increasing and inward migration has boosted the population.

### Census Information – Age



It can be seen that 27.28% of the population is 60 years of age or older, while the numbers in the age group 0 to 15 comprise 16.98% of the population. This suggests that Orkney has an ageing population.

Figures released during 2013 from the 2011 census results ([Reference 6](#)) show some dramatic changes since 2001 ([Reference 7](#)).

<b>Population of Orkney</b>			
	2001.	2011.	% change.
Total population.	19,245	21,349	10.90%
Population aged under 15.	3,572	3,316	-7.20%
Population aged 15 to 64.	12,453	13,814	10.90%
Population aged 65+.	3,220	4,219	31.10%
Population aged 85+.	405	479	18.30%
Number of households.	8,340	9,730	16.70%
Average household size (people).	2.28	2.05	-4.00%

(Household Data are rounded to the nearest 10.)

While we should celebrate the fact that we are living longer, and we look forward to a future where our older people are active and independent citizens, enabled to stay in their own homes and contribute to community life for as long as they wish, if this trend continues there are implications for the future when there might not be sufficient people of working age to provide health and social care for older people. This highlights the importance of inward migration to enable us to continue to have the staff to provide social care services. The National Records of Scotland Demographic Factsheet ([Reference 3](#)) shows that from 2011 - 2013 there was a net inflow of 100 people into Orkney per year, with 723 people arriving and 623 leaving per year. The largest migrant group both ways was 16 to 29 year olds.

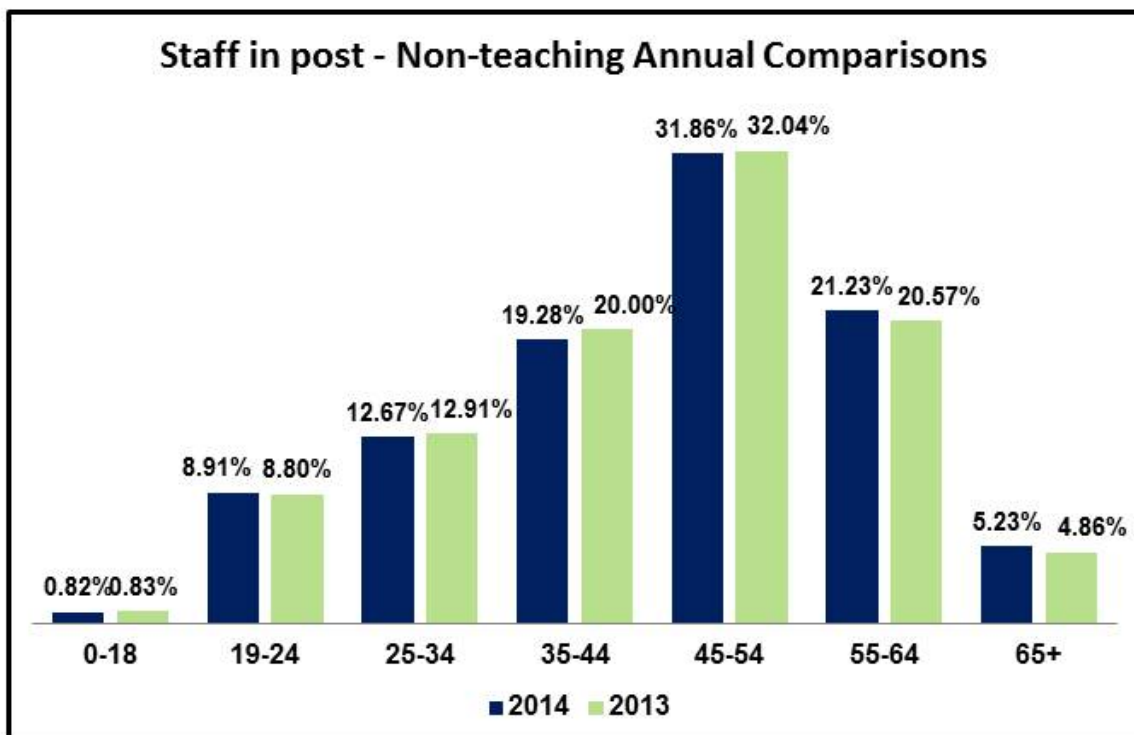
Our equality outcome 1 is that more young, disabled and long term unemployed people are in work and training. We will offer 12 work experience placements, four modern apprenticeships and four graduate traineeships each year for the three years 2013 - 2015. This will advance equality of opportunity by providing work opportunities at the Council for young people.

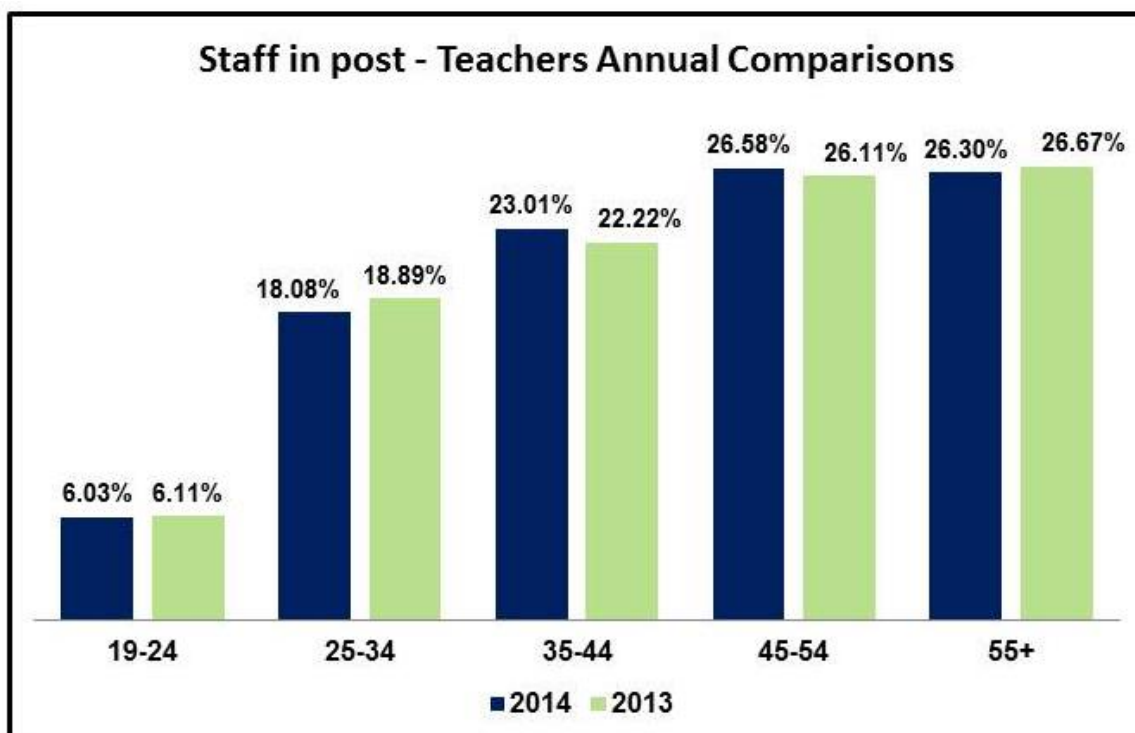
## Staff in post – Age

### Non-teaching

There is not a section for 'Information not provided'. As these figures were taken from the Resource Link HR System ages are known for everyone as the system includes their date of birth.

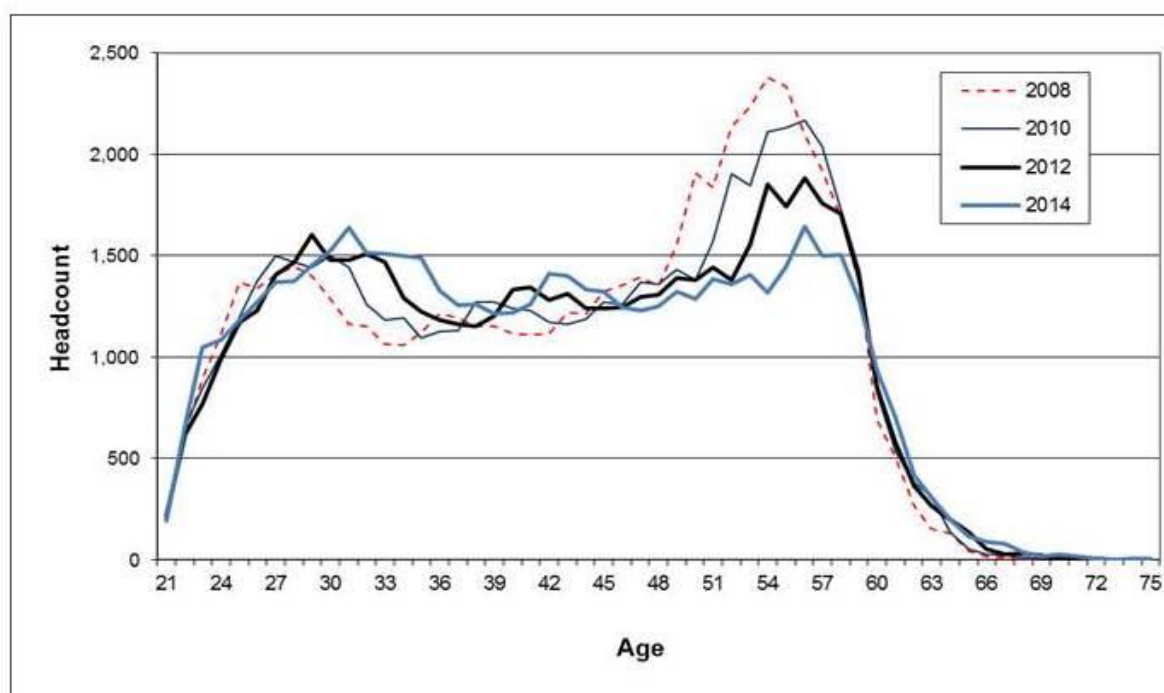
Staff in post				
	Non-teaching.		Teachers.	
Age.	Number.	%.	Number.	%.
0 to 18.	19	0.82%	0	0.00%
19 to 24.	206	8.91%	22	6.03%
25 to 34.	293	12.67%	66	18.08%
35 to 44.	446	19.28%	84	23.01%
45 to 54.	737	31.86%	97	26.58%
55 to 64.	491	21.23%	83	22.74%
65+.	121	5.23%	13	3.56%





In the annual comparisons chart the figures for 55-64 and 65+ in respect of teachers were amalgamated because of low numbers in the 65+ figure in 2013.

'Summary Statistics for Schools in Scotland, No 5: 2014 Edition' published by the Scottish Government in December 2014 provides some interesting facts about the age profile of teachers in Scotland and includes the following chart showing the change since 2004. The age profile shows a peak at age 56, however the proportion of teachers aged 50+ has reduced since early in the last decade. There is also now a peak forming in the early thirties.





It is interesting to note that in the results of the survey on the Attitudes to Discrimination and Positive Action published by Orkney Equality Forum in 2013 ([Reference 8](#)), although 67.8% of people thought it was wrong to make someone retire because they had reached a certain age, 38.4% felt that someone aged 70 was unsuitable to be a primary school teacher.

## New Starts and Leavers – Age

<b>New Starts and Leavers – Non-teaching</b>				
Age.	New Starts.		Leavers.	
	Number.	%.	Number.	%.
24 and under.	62	17.82%	45	14.38%
25 to 34.	67	19.25%	51	16.29%
35 to 44.	64	18.39%	58	18.53%
45 to 54.	92	26.44%	58	18.53%
55 to 64.	44	12.64%	62	19.81%
65+.	19	5.46%	39	12.46%

<b>New Starts and Leavers – Non-teaching Annual Comparisons</b>				
Age.	New Starts.		Leavers.	
	2014.	2013.	2014.	2013.
24 and under.	17.82%	19.61%	14.38%	9.04%
25 to 34.	19.25%	19.26%	16.29%	16.99%
35 to 44.	18.39%	22.07%	18.53%	20.55%
45 to 54.	26.44%	23.82%	18.53%	30.41%
55 to 64.	12.64%	12.78%	19.81%	18.63%
65+.	5.46%	2.45%	12.46%	4.38%

The figures for teachers have not been published in full for new starts and leavers given the low numbers involved. For new start teachers the highest number was in the 25 to 34 age group. The highest number of leavers was in the 55 and over age group. In 2013 the highest number of new starts and leavers was in the 34 and under age group.

## Recruitment – Age

The figures for recruitment and selection have been collated and analysed and show that, for non-teaching staff, the largest numbers of applicants, short listed and appointed are divided fairly evenly between the age groups under 55 which is consistent with the figures from 2013. This is reflected in the new start figures.

The recruitment figures for teachers show the largest group of applicants, short listed and appointed was the 25 to 34 age group which is consistent with the figures from 2013. This is reflected in the new start figures.

## **Summary – Age**

The following is a summary of the figures:

### **Staff in post**

- The largest single group of non-teaching staff in post are those in the 45 to 54 age group at 31.86%. The 45 to 54 is the largest group for teachers at 26.58%.

### **Starters and Leavers**

- Among non-teaching staff, the largest number of starters (26.44%) were in the 45 to 54 age group. The group with the largest number of leavers in the 55 to 64 age group (19.81%).
- The figures for teachers showed that the largest number of starters were in the 25 to 34 age group and the highest number of leavers was in the 55 and over group.

### **Applications, Short listed and appointed**

- The figures for recruitment and selection show that for non-teaching staff the largest numbers of applicants, short listed and appointed are divided fairly evenly between the age groups that are under 55 which is consistent with the figures from 2013. For teachers the largest group of applicants, short listed and appointed was the 25 to 34 age group.

## Pregnancy and maternity

The National Records of Scotland Demographic Factsheet ([Reference 3](#)) shows 201 births were registered in Orkney in 2013.

Births in Orkney		
Year.	2012.	2013.
Males.	120	110
Females.	81	91

Between 2012 and 2013 Orkney experienced no change in the number of births. The number of births in Scotland fell by 3.5%.

The most popular name given to boys in Orkney in 2014 was both Alfie and James for boys and the most popular name given to girls was Ola.

Fertility in Orkney increased from 54.8 births per 1,000 women aged 15 to 44 in 2012 to 55.8 in 2013. For Scotland as a whole, the general fertility rate decreased from 55.2 births per 1,000 women aged 15 to 44 in 2011 to 53.7 in 2013.

We have in place procedures to ensure that every pregnant woman is made aware of her maternity leave rights at an early stage as well as her entitlement to payments, as appropriate. These procedures also provide advice and support to line managers on maternity leave issues.

All pregnant employees, regardless of length of service, are entitled to maternity leave. Employees with 12 months continuous service at the beginning of the 11<sup>th</sup> week before the expected week of childbirth and who intend to return to work following maternity leave are entitled to enhanced maternity pay.

Human Resources acts as a channel of communication during pregnancy and is a point of contact for women who have opted to return to work.

The following figures are available:

- During 2014, 32 women started maternity leave.
- 38 women were due to return from maternity leave.
- Out of that 38, less than 10 chose not to come back and 10 made flexible working requests when returning from leave.
- A small number of staff formally reserved their position on returning to work.

We support requests to facilitate breastfeeding and follow the ACAS guide for employers.

## Marriage and civil partnership

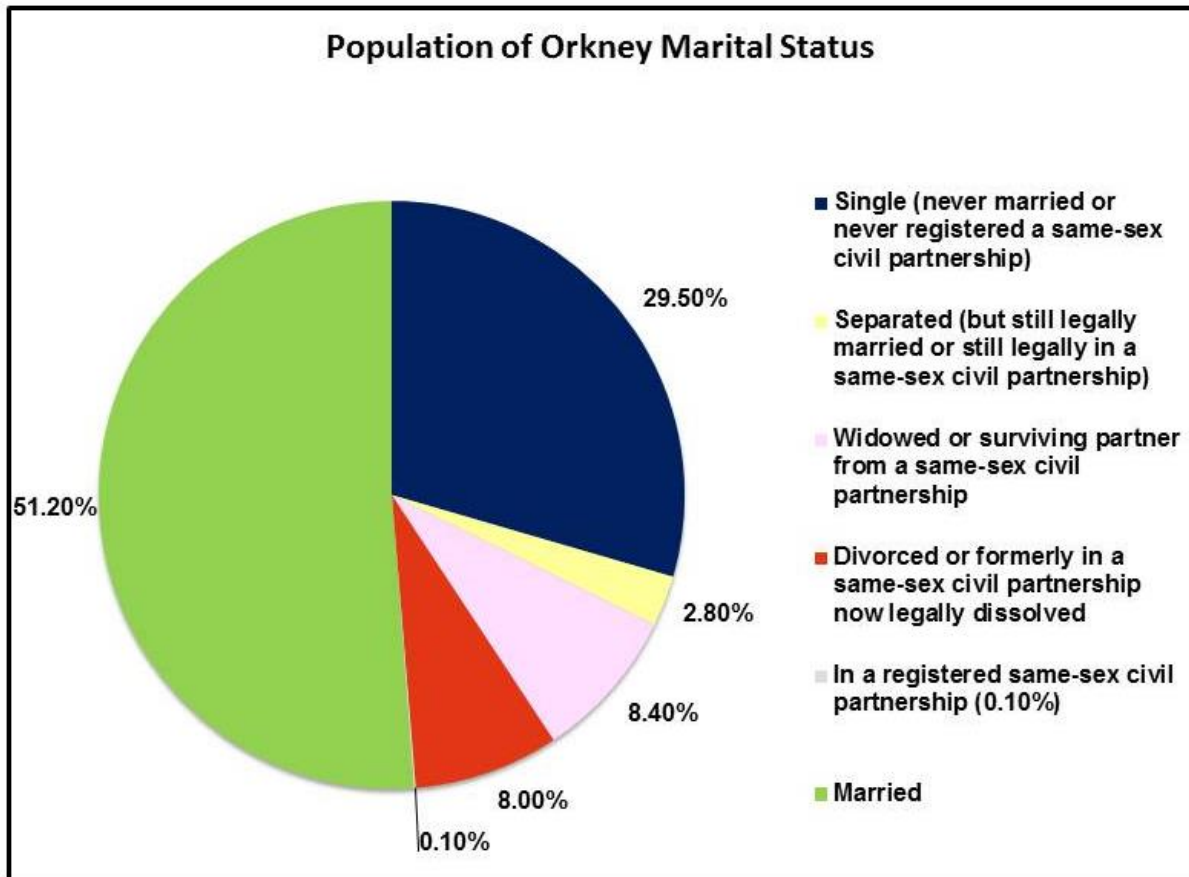
The National Records of Scotland Demographic Factsheet ([Reference 3](#)) shows that there were 109 marriages in Orkney in 2013, a decrease of 4.4% from 2012. Of those getting married in 2013, 39% were aged 25-34. In Scotland as a whole 49.9% of marriages were in this age group. Since 2003 the number of marriages in Orkney has fallen by 12.1%. Scotland has also seen a decrease during the same period of time. The following table shows figures from 2009 - 2013:

Marriages in Orkney	
Year.	No of Marriages.
2009.	126
2010.	94
2011.	122
2012.	114
2013.	109

The figure for civil partnerships for 2013 has remained the same as that for 2012.

Civil Partnerships in Orkney		
Year.	2013.	2012.
Males.	0	0
Females.	1	1

## Census Information – Marital Status



There are no statistics available on the number of Common Law partners in Orkney.

## Staff in post – Marriage and civil partnership

The following table shows a breakdown of the marital status for all employees, both non-teaching and teachers.

<b>Staff in post – Marital Status</b>				
Marital Status.	Non-teaching.		Teachers.	
	Number.	%.	Number.	%.
Married / Civil Partnership.	727	31.43%	114	31.23%
Divorced.	49	2.12%	<10	<2.74%
Living with Partner.	162	7.00%	17	4.66%
Single.	247	10.68%	36	9.86%
Widowed.	23	0.99%	<10	<2.74%
Separated.	29	1.25%	<10	<2.74%
Information not provided.	1,076	46.52%	187	52.23%

The figures for both non-teaching staff and teachers show the highest number of respondents are either married or in a civil partnership which reflects the figures for 2013 as well as the 2011 census results for the population of Orkney.

Information on new starts, leavers, recruitment and promotion in respect of marriage and civil partnerships have not been included in this report, although they have been collected and analysed.

The highest number of new starts and leavers for non-teaching staff is in the married or in a civil partnership group. The highest number of new start teachers are single and the highest number of leavers are married or in a civil partnership.

Figures for training are not yet available in respect of marriage and civil partnership.

## Gender

### Census Information – Gender

In Scotland, there are roughly equal numbers of males and females. The 2011 Census figures for Orkney reflect this and show the population figures as:

- Male 10,566 (49.49%)
- Female 10,783 (50.51%)

Results from the 2011 Census also show that [\(Reference 6\)](#):

- Almost five times more females were part-time employees compared with males (33 per cent of economically active females compared with 7 per cent of economically active males).
- The proportion of males working in the 'Construction' (14%), 'Manufacturing' (11%) and 'Transport and Storage' (7.8%) sectors was much higher than the proportion of females, while there were higher proportions of females than males working in 'Health and Social Work' (24.8%) and 'Education' (12.4%) sectors.
- Around nine times more males than females worked in 'Skilled trades occupations' and seven times more males than females worked as 'Process, plant and machine operatives'.
- In contrast, around five times more females than males worked in 'Caring, leisure and other service occupations' and four times more females worked in 'Administrative and secretarial occupations'.

According to the Public Sector Employment in Scotland Statistics for 3<sup>rd</sup> Quarter 2014, published by the Scottish Government in 2014, 71% of staff working for local authorities are female.

According to the Annual Population Survey [\(Reference 9\)](#) in 2013 in Scotland:

- 87.0% of males in employment are in full time employment compared to 57.4% of women.
- 18.0% of men in employment work in the public sector compared to 35.9% of women. This split is broadly similar to that in 2008 when 19.0% of men and 37.9% of women in employment were employed in the public sector.
- 29.3% of economically inactive women are looking after the family or the home compared to 6.4% of economically inactive men.
- Across all age groups, except older workers (50+), the changes in employment rate since 2008 are larger for males than for females. This may indicate a greater degree of stability in women's employment or that males (or the jobs they hold) reacts faster to changes in labour market conditions.

## Staff in post – Gender

Staff in post – Gender				
Gender.	Non-teaching.		Teachers.	
	Number.	%.	Number.	%.
Female.	1,594	68.91%	277	75.89%
Male.	719	31.09%	88	24.11%

Staff in post – Gender Annual Comparisons				
Gender.	Non-teaching.		Teachers.	
	2014.	2013.	2014.	2013.
Female.	68.91%	68.67%	75.89%	75.83%
Male.	31.09%	31.33%	24.11%	24.17%

## New starts and Leavers – Gender

In 2014 the non-teaching new starts and leavers were as follows:

- Female New Starts 240 (68.97%) Leavers 201 (64.22%)
- Male New Starts 108 (31.03%) Leavers 112 (35.78%)

The Teaching new starts and leavers were as follows:

- Female New Starts 46 (83.64%) Leavers 30 (73.17%)
- Male New Starts 9 (16.36%) Leavers 11 (26.83%)

New starts and Leavers – Non-teaching Annual Comparisons				
Gender.	New Starts.		Leavers.	
	2014.	2013.	2014.	2013.
Female.	68.97%	78.11%	64.22%	83.84%
Male.	31.03%	21.89%	35.78%	16.16%

New starts and Leavers – Teachers Annual Comparisons				
Gender.	New Starts.		Leavers.	
	2014.	2013.	2014.	2013.
Female.	83.64%	73.91%	73.17%	75.81%
Male.	16.36%	26.09%	26.83%	24.19%



These figures indicate that there is no evidence of any sex discrimination in our recruitment or retention policies. The figures for starters and leavers are consistent. The gender profile of starters and leavers is broadly comparative to the workforce profile.

## Recruitment – Gender

Recruitment – Non-teaching						
Gender.	Applicants.		Short Listed.		Appointed.	
	Total.	% of total.	Total.	% of total.	Total.	% of total.
Female.	2,607	60.93%	871	57.72%	471	73.59%
Male.	1,422	33.23%	579	38.37%	136	21.25%
Information not provided.	250	5.84%	59	3.91%	33	5.16%

Recruitment - Teachers						
Gender.	Applicants.		Short Listed.		Appointed.	
	Total.	% of total.	Total.	% of total.	Total.	% of total.
Female.	192	79.67%	134	85.35%	49	83.05%
Male.	43	17.84%	22	14.01%	9	15.25%
Information not provided.	6	2.49%	1	14.01%	1	1.69%

These figures show that, for both teaching and non-teaching staff, more applications were received from females. The figures show a high degree of consistency between the gender of applicants and those short listed and appointed which indicates recruitment and selection processes are fair and there is no discrimination.

Recruitment - Non-teaching Annual Comparisons						
Gender.	Applicants.		Short Listed.		Appointed.	
	2014.	2013.	2014.	2013.	2014.	2013.
Female.	60.93%	60.31%	57.72%	69.44%	73.59%	70.42%
Male.	33.23%	37.51%	38.37%	27.36%	21.25%	24.76%
Information not provided.	5.84%	2.18%	3.91%	3.21%	5.16%	4.82%

## Recruitment - Teachers Annual Comparisons

	Applicants.		Short Listed.		Appointed.	
	2014.	2013.	2014.	2013.	2014.	2013.
Female.	79.67%	60.31%	85.35%	69.44%	83.05%	70.42%
Male.	17.84%	37.51%	14.01%	27.36%	15.25%	24.76%
Information not provided.	2.49%	2.18%	14.01%	3.21%	1.69%	4.82%

### Gender balance among managers

To date the gender equalities Statutory Performance Indicator on the top 5% of Council earners who are female, and the local Council Performance Indicator on the top 10% of Council earners who are female, have been reported annually within service performance monitoring reports.

Gender equality will now be monitored within the annual equality report, allowing this to be considered alongside information on staff profiles, the gender pay gap and occupational segregation.

The Performance Indicators and targets are as follows and present a snapshot as at 31 December 2014:

PI	Target	%	Number
The number and percentage of the highest paid 5% of earners among Council employees that are female.	50% / 50% to 60% / 40% = <b>Green</b> 61% / 39% to 70% / 30% = <b>Amber</b> 71% / 29% to 100% / 0% = <b>Red</b>	<b>Male = 68%</b> <b>Female = 32%</b>	Male 63 employees Female 29 employees
The number and percentage of the highest paid 10% of earners among Council employees that are female.	50% / 50% to 60% / 40% = <b>Green</b> 61% / 39% to 70% / 30% = <b>Amber</b> 71% / 29% to 100% / 0% = <b>Red</b>	<b>Male = 59%</b> <b>Female = 41%</b>	Male 110 employees Female 78 employees

The purpose of these performance indicators is to ensure that there are no barriers for females and these figures show an improvement.

It must be acknowledged that some service areas traditionally attract more male candidates or more female candidates - for example, Marine Services employ more males and care services employ more females – and this can affect all our gender balance statistics. It should also be noted that, as a Harbour Authority, Orkney Islands Council provides Marine Services which, with its largely male workforce, adversely impacts on the gender balance within the highest paid 5% of staff in

comparison to councils that do not provide such a service. It should however be noted that we do have a good level of gender balance amongst our most senior officers, with eight out of the 18 current postholders within the Corporate Management Team being female.

## Gender Pay Gap

The Council is required to publish the gender pay gap between male and female employees. It is also required to publish this data separately on employees in the Education Authority (teachers).

The headline gender pay gap figures are derived from mean hourly earnings (excluding overtime) for males and females. These figures have been calculated based on each employee's main post to remove duplication and relief workers have not been included.

There are several methods of measuring the pay gap but our figures have been calculated using the average (or mean) to determine the pay gap. We followed guidance for publishing information on gender and employment, equal pay and occupational segregation published by Close the Gap in August 2012 when preparing the information. The Close the Gap project works across Scotland with employers to encourage and enable actions to address the gender pay gap. Its partners include the Scottish Government and the Equality and Human Rights Commission. This was the method used in 2012. Using the same method to measure the pay gap will ensure consistency and allow us to measure the trend in future years.

<b>Non-Education Authority 31 December 2013</b>		
	Average hourly rate.	Gender Pay Gap.
Female.	£10.50	17.97%
Male.	£12.80	

The 2013 gender pay gap is slightly higher than the 2012 figure of 17.53% but remains below the 2013 UK national level figure of 19.8% released by the Office of National Statistics' Annual Survey of Hours and Earnings (ASHE).

While the 17.97% gap in favour of male employees remains high, when examining the Council's Single Status grading structure it can be seen that there are no notable pay gaps within each grade which give any cause for concern.

**Non-Education Authority 31 December 2014**

	Average hourly rate.	Gender Pay Gap.
Female.	£10.59	16.55%
Male.	£12.69	

The 2014 gender pay gap has been reduced to 16.55% compared to 17.97% in 2013 and is below the UK national level ASHE figure of 19.1%.

**Education Authority 31 December 2013**

	Average hourly rate.	Gender Pay Gap.
Female.	£19.53	3.84%
Male.	£20.31	

The 2013 gender pay gap amongst teaching staff is lower than the 2012 figure of 4.61%. It remains significantly below the 2013 UK national level ASHE figure of 19.8%.

The Standard Occupational Classification figures contained in the Department for Culture, Media & Sport “Secondary Analysis of the Gender Pay Gap” report Table 5 (Source - Annual Survey of Hours and Earnings 2013 for Teaching and educational professionals) shows a gender pay gap of 6.5% in favour of males.

**Education Authority 31 December 2014**

	Average hourly rate.	Gender Pay Gap.
Female.	£19.56	4.91%
Male.	£20.57	

The 2014 gender pay gap amongst teaching staff has risen slightly on the 2013 figure of 3.84% but still remains significantly below the 2014 UK national level ASHE figure of 19.1%.

There appears to be no significant reason why the pay gap has increased on the previous year.

## **Summary – Gender**

Our gender profile reflects trends within the public sector where the majority of the workforce is female.

### **Staff in post**

- 68.91% of non-teaching staff and 75.89% of teachers are female.

### **Starters and Leavers**

- Among non-teaching staff 68.97% of starters and 64.22% of leavers were female.
- The figures for teachers showed 83.64% of starters and 73.17% of leavers were female.

### **Applications, Shortlisted and Appointed**

- The non-teaching figures show that 60.93% of applicants, 57.72% of candidates who were shortlisted and 73.59% of appointments were female.
- The teaching figures show 79.67% of applicants, 85.35% of candidates who were shortlisted and 83.05% of those appointed were female.

### **Gender Pay Gap**

- The non-teaching figures show that the gender pay gap was 17.97% in 2013 and 16.55% in 2014, both in favour of males.
- Figures for teachers show the gender pay gap was 3.84% in 2013 and 4.91% in 2014, both in favour of males.

## References

1. Orkney Community Planning Partnership's Orkney Community Plan, incorporating Orkney's Single Outcome Agreement 2014 – 2017.
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3. National Records of Scotland Orkney Islands Council Area Demographic Factsheet.
4. Leaflet: Equality - What's it got to do with me?
5. Principles of Inclusive Communication.
6. Scotland's 2011 Census Release 2 Statistical Bulletin.
7. Scotland's 2001 Census Results Online (SCROL).
8. Orkney Equality Forum Attitudes to Discrimination and Positive Action 2013.
9. Annual Population Survey, January - December 2013 (Office for National Statistics).