Annual Equality Report 2017

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 Emma Chattington, Equalities Officer on 01856873535 or email emma.chattington@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, both 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.

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 2016 was 2,686 including relief workers. This was made up of 2,321 Council staff and 365 Teachers. (Without relief workers the total was 2,044 made up of 1,733 Council staff and 311 Teachers.)

2. During 2016, we received a total of 3,714 Council applications and 241 Teaching applications. Of these, 1,306 Council and 113 Teaching candidates were called for interview and 591 Council and 51 Teaching appointments were made in 2016.

3. During 2016, there were 258 Council new starts and 63 new start Teachers; 283 Council staff and 59 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.

5. The biggest single group of staff in post are those with a White Scottish ethnicity totalling 47.4% of Council staff and 36.4% of Teachers.

6. 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. 3.1% of our Council staff indicated they have a disability.

7. 25.25% of staff indicated that they have no religion or belief and 24.86% of staff indicated they are followers of the Church of Scotland. The largest groups for Teachers at 16.71% is those who identify as Church of Scotland and 16.44% who indicated that they have no religion or belief.

8. Figures have been collected and analysed for sexual orientation. Although these have not been published in full because of low numbers, the data shows that 60.66% of Council staff and 47.67% of Teachers are heterosexual. To put these figures in context, large numbers chose not to respond to this question.

9. Figures have also been collected and analysed for gender reassignment but again these cannot be published.

10. Among Council staff (31.19%) and Teachers (27.40%) the largest percentage is in the 45 to 54 age group.

11. During 2016, 49 women started maternity leave and 60 were due to return from maternity leave. Of these, a small number chose not to come back. No flexible working requests were made when returning from leave.

12. 38.82% of our Council workforce and 34.25% of Teachers are married or in a civil partnership.

13. In Scotland there are roughly equal numbers of males and females. Among Council staff, 68.72% are female and 31.28% male. 78.36% of Teachers are female and 21.64% 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. Our 21 councillors 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 and this annual report will show statistics on our employees.

Detailed information on equality outcomes and how we mainstream equalities was included in the Annual Report 2015; that information is now updated in this 2017 report.

Orkney Islands Area Licensing Board is supported by members of the Licensing Team who are employees of the Council.

From 1st April 2016, Orkney Health and Care became a separate organisation managed by its own Board, with its own Equality Outcomes. However, both organisations will continue to work closely together for the benefit of the people of Orkney whom we serve and our outcomes are fully harmonised.

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%.

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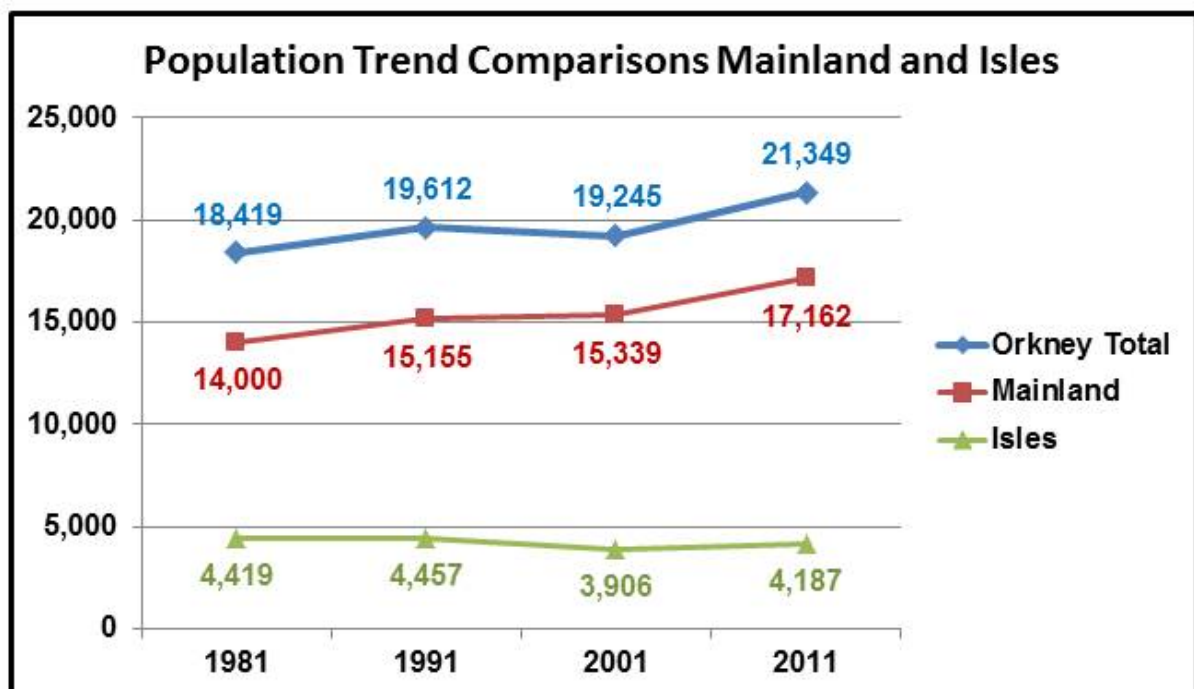
The following table shows equalities Census data for Orkney for 2001 and 2011. (Note: percentages are rounded and may not sum to 100).

Equalities census data for Orkney					
	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. In 2015 we decided to publish together for the first time and we continue with this approach this year. 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 and it contributes to continuous improvement, better performance and better value. 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 -2018 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.
- Membership of Stonewall's Good Practice Programme.
- 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 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. Continuing our work on raising awareness around mental health, we once again collaborated on a conference hosted by the Orkney Equality Forum during Scottish Mental Health Week in 2015. The morning focussed on a drop-in session for people to see a wide range of services showcasing the support available for better mental health and included Orkney Blide Trust, See Me, Stonewall Scotland, ChooseLife and Reading for Wellbeing, amongst others. The afternoon session saw a range of presentations covering topics such as mental health awareness, employability and barriers to employment, Orkney Blide Trust, suicide prevention and health inequalities for people with learning disabilities. The event was designed to continue work on raising awareness around mental health and to help tackle the stigma that many people still place on mental ill health, and appealed to people from across all areas of Orkney as well as local employers.

This links to our wider work seeking to advance the equality of opportunity for more young, disabled and long-term unemployed people in work and training - **Equality Outcome 1.**

Equalities is a standing item on the agenda for the Council's Performance and Risk Management Team meetings, ensuring that equalities is central to our performance and service delivery. It is an item that is regularly discussed in team meetings across a range of service areas within the Council, which ensures it remains a live issue. 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.

Our 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.

Orkney Islands Council has taken a pro-active approach to developing the skills of staff to ensure success in challenging times and working in partnership with the University, City of Edinburgh Council and Dundee City Council, have combined academic and practical skills to develop an MSc Public Services Leadership. The unique programme, which has been co-designed by public sector academics and staff from the three councils, combines the latest research into leadership with a working knowledge of the practical challenges of public service delivery.

This programme supports senior manager leadership development and one of its key philosophies is the concept of coaching as a fundamental component of leadership and getting the best out of a diverse workforce. The programme also aims to support leaders in developing the social and economic sustainability of the communities they serve; understanding and meeting the needs of diverse communities and improving on the delivery of outcomes.

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, routine reviewing of existing policies, 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. The equality impact assessment process regularly makes provision for considering wider equality issues relevant to Orkney such as 'peripherality'. Peripherality, or being on the edge, is an equality issue in Orkney because access to goods and services can depend very much on where you live.

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 or plan progresses.

Where an equality impact assessment has been carried out it is attached to any subsequent committee report. This ensures elected members are able to consider equality issues when reviewing a report or making decisions. They are also aware of any cumulative effects on any of the protected characteristics of recommendations contained within a number of committee reports. Our Equalities Officer 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.

Development of the Equality Impact Assessment process is planned for 2017/2018 to incorporate Human Rights legislation. This will further improve our assessment of mainstreaming equality issues within our policies and processes.

Policy, Procedure and Guidance

Within HR and Performance we deliver a programme of workshops and 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; Dignity at Work, 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 and ensures that equalities issues are mainstreamed within content and case studies and examples are inclusive.

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, and feedback is regularly sought to identify further improvements.

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.

Whilst 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.

Audio casting of meetings in the Council Chamber has been a key development in accessibility and people can choose to either listen live or listen again to the meetings. Recordings of the meetings are made available via the website and timings are listed in order for people to easily find a specific item along with the relevant committee reports. These reports are now provided as individual files on the website and their content is searchable. These developments have improved access to the Council meetings and the way that Council decisions are being made for everyone, and are of particular benefit for people with disabilities, older people and people in remote areas for whom attendance in person may be more problematic or inconvenient.

A large number of people with sight impairments 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.

Improved BrowseAloud software available through the Council website enables the content to be read aloud in a wide variety of languages. BrowseAloud also provides the ability to translate documents that are uploaded onto the website into many other languages. This ensures that a broader range of people have access to information about the Council and is of particular benefit to those with visual impairments, differing abilities and those who do not speak English as their first language.

Work is now underway as part of our Change Programme to improve and increase the Council website services. Project objectives include requirements to meet accessibility standards and consultations are planned with user groups including the Adult Computer Group and Access Panel, to gather feedback on functionality, accessibility and appearance of other local government websites to establish a user-led, best practice approach to the developments.

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 Council's Consultation and Engagement Group was established in 2010 with the intention of improving Council engagement with its service users and with the general public. This is being achieved through the provision of both training and guidance and the Equalities Officer sits on the group. The group meets two or more times each year; keeps updated the Community Consultation and Engagement Guide; facilitates a training programme in community consultation and engagement; and maintains a webpage to provide a single point of access to its public consultation and engagement activity.

Case Study

As part of the Orkney Islands Council's public engagement in preparation for the expected reduction in the funding received from the Government, the Council encouraged people across the county to have a go at balancing the Council's books using a budget simulator.

The online tool was a new, more accessible way to do this, giving people a chance to consider what the Council's spending priorities should be and to see how their choices would affect the many services the Council provides. It was carefully designed to give realistic consequences whilst using a plain language approach to ensure accessibility. Full instructions including a how-to guide and video were also provided alongside the tool.

The budget simulator was just one of the many communication and engagement activities used to gain feedback from our communities and other channels included:

- Press Releases
- Integration Joint Board
- Voluntary Action Orkney
- Age Concern
- KGS, Stromness Academy and Papdale Halls of Residence
- Social Care units and Home Care service users
- Community Councils
- Orkney College
- Learning Link

The Council gathered feedback that was invaluable in helping inform the decision making for setting the budget for 2017-2018 and for the years beyond.

The response rate was excellent, with 375 individual submissions from the budget simulator, and feedback of the results are planned for later in 2017.

Orkney encompasses a complex network of interlocking communities and geographic communities are represented by community councils, development trusts, community associations, hall committees, etc.

Community councils play an important role in shaping council policy by representing local views which can influence decisions in planning and the provision of local services. The community councils provide an effective, strong voice within each community area offering sound, local advice on a range of community issues. In comparison with many other areas of Scotland, Orkney has a robust community

council network, with all 20 areas normally contested. The Community Directory, maintained by Voluntary Action Orkney, is a comprehensive list of voluntary and community organisations currently active in Orkney, and a large number maintain active websites on the Orkney Communities platform.

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 as well as giving young people an insight into how the county is run. Here Councillors Andrew Drever and Stephen Clackson are speaking with S6 students at Kirkwall Grammar School during a surgery at the school.

We continue to 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.

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.

The Orkney Equality Forum is utilised as a vehicle for engagement and consultation in order to achieve greater representation and to address the issue of 'involvement fatigue'. 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 throughout the 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.

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 there is ongoing instability and financial uncertainty for the Council, with the requirement to make significant financial savings whilst maintaining high levels of service provision. As we highlighted in our previous report, 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 in order to better understand and address any issues.

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.

Three staff focus groups were established to look at these key areas to help identify where improvements could be made. Progress in addressing specific issues raised are included under the section relating to **equality outcome 3;** 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.

Further development of our approach to consultation and engagement has seen the initial launch of the pilot of an Orkney Consultation Panel.

This group will be a representative, consultative body of local resident and will be utilised to identify local priorities and as an additional means to consult service users and non-users on specific issues.

Through the planning stages of the panel, census data from 2011 has been used to establish baseline demographic information for Orkney as a whole. This has then been compared with anonymised equality information from group participants to see if any groups are under-represented. Where a "booster" panel of a particular group is needed, suitable target groups are identified and an appropriate approach will be utilised to enable full participation.

The next report on mainstreaming will give a progress update on this pilot.

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 made some changes to improve the service we provide to our customers contacting the team. We have a separate face to face team and contact centre so that our customers get a more streamlined service when they contact the Council and all phone calls are dealt with in the privacy of our new contact centre.

Further developments have included an additional Customer Services Reception Centre within the Stromness Warehouse Buildings. This includes extended opening hours giving enhanced access to customer services outwith traditional office hours.

Our face to face teams provide a wide range of services to members of the public who require to access services in person. The reception desks are easily accessible and include 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.

Our most recent Customer Satisfaction Survey results published in 2016 evidenced that 100% of customers who responded said that the face to face customer services staff are polite, friendly and helpful and used plain language when talking to them. We will continue to deliver a high standard of service but always look at ways of improving our services. You can watch a short film about the [Orkney Islands Customer Services Team on YouTube](#).

We are in the process of redesigning our website and implementing a Customer Service Platform which will enable customers to interact with us digitally should they wish to do so. The Platform will improve the handling of customer requests, create a central point of contact for customers and allow the joining up of services. Customers will have access to more online services and, as our website allows translation of text into a number of different languages, it will facilitate customers who do not speak English as their first language.

Improving online services will also facilitate people with mobility difficulties, carers and those who have more difficulty leaving their homes as there will be less need to access services in person. However, the telephone and face to face channels will also be available if the customers are not comfortable with accessing services online.

Arts, Museums and Heritage

Our museums, visitor centres and heritage centres are reviewed to assess their accessibility and the quality of the visitor experience, and proposals to address any issues are developed and implemented. This is regularly assessed as part of each Museums Accreditation Standard review and through the regular Visit Scotland Quality Assurance Award. Accessibility information for each site is published online along with contact details for further assistance.

The Collections Development Policy includes our statement on access. This sets out our proactive 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.

The Orkney Arts Development Strategy sets out our approach to further protecting Orkney's cultural heritage. There is a major capital project currently in development to restore and develop Scapa Flow Visitor Centre and Museum. The project will restore the existing naval buildings currently used by the Museum, create a new museum building with exhibition space, new café, shop, toilets and other facilities, and improve the visitor accessibility and experience within the site and beyond.

It also sets out our commitment to explore opportunities for the use of digital technologies in the interpretation of sites, monuments, artefacts and stories. This can include a wide range of digital solutions such as apps, augmented reality, digital reconstruction, fly-through, and can be provided both on site and off site, however,

any solution needs to be robust, long-lasting, simple and cost effective to maintain; and be accessible.

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 £55 in 2016.

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.

We have a small housing support service which aims to assist households who may need some additional help to enable them to manage their tenancies.

The Council offers various opportunities to enable tenants to participate in the decisions which affect them. There are a range of opportunities available in respect of membership of residents' groups or being part of the tenants' panel. We also use a range of surveys to better understand the needs and views of our tenants. We are committed to further improvements and plan to continue to expand the role of the tenants' panel over the next year.

The most recent Tenant Satisfaction Survey 2016 illustrated the respondent profile and highlighted that:
- 40% of respondent households have someone with a disability (up from 34% in 2013).
- Respondents represented a broad range of age groups.
- The profile of respondents by gender shows a greater female than male proportion (63% compared to 33%).
- 86% considered tenants were treated fairly and with respect.
- 69% felt their individual needs were recognised.
- 71% of respondents felt the Housing Service provides appropriate support to tenants who need adaptations to their home in order to help them remain at home.

Findings from such surveys assist with identifying improvements to our services as well as informing future priorities, planning and delivery of services.

HR and Performance

Equalities is considered at every level, from recruitment to the development of policies. We have processes in place to check job descriptions and person specifications ensuring 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 Equalities Officer is based in our service area and provides advice, support and training in all areas of the Council.

We have provided guidance information 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.

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 continue to 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.

Case study:

Isolating mental health issues meant that Linda hadn't left her home for two years. When friends told her about The Learning Link she decided that it was time to find out what she could achieve. "I was nervous when I made the phone call; and it took some courage to go through the door for my appointment to see a tutor."

Linda brushed up on her English, mainly grammar and punctuation, and went on to Orkney College and passed her Higher English. She believes that leaning has not only increased her confidence, but has opened up a whole vista of possibilities. "I've had mental health problems all my life and these have felt like huge barriers for me," said Linda. "At The Link they treat you as an individual. You have a plan which is tailored to what you want and need to learn. It's just great!"

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. Accessibility of our online library catalogue is reviewed as part of the continual development of the catalogue. We are committed to improving the accessibility of our services to all users and work is underway to improve other online library services.

The selection of materials for our customers is based on specific guidelines and includes materials that will recognise and promote a positive awareness of the multicultural nature of our society and the linguistic and cultural diversity of the community. We are committed to developing collections of materials in a variety of formats which includes appropriate formats for age and ease of use, particularly by people who have visual or physical impairments, such as large print and talking books and a Talking Newspaper service.

The Home Library Service 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.

Further developments have included the relocation of library facilities in Stromness to the newly opened Council Warehouse Buildings. The move has seen a huge increase in the number of people registering for a library card. Since the new facility opened the library has gained 274 new users with 102 of those registering in June, just after the new building opened its doors to the public. The Warehouse Building offers greater access to Council customer service provision, high quality meeting rooms and conference facilities and an array of community and council events as well as housing the new library facility. It also hosts a Royal Bank of Scotland drop in service on a Friday and Police Scotland who now have a dedicated public service counter shared with Orkney Islands Council and also occupy office space on the ground floor of the building.

The Library service pride themselves on delivering a customer focussed service, to the extent where in 2015 Orkney held both the library of the year and librarian of the year, celebrating the vital role that libraries play in encouraging reading for all.

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.

The local Access Panel are consulted on all planning policy documents prepared by the Council and are also provided with the weekly list of planning applications to enable them to make comment on new development proposals.

In a bid to prevent people losing out to phone scams, the Council's Trading Standards team supplied and installed a number of Truecall call blockers for local people in 2015-2016.

Over 40 call blockers have been installed for local people and the results have been excellent - with 99.5% of nuisance calls getting blocked. This is a total of 17,438 nuisance calls having been blocked over the past 18 months.

Some of the people who now have a call blocker installed had previously lost large amounts of money and were being targeted by scammers. They are now reassured that the person calling is going to be someone that they know and this is a great relief for them. It also means people who have dementia may be able to live at home for longer once the threat from nuisance calls is taken away.

In the Building Standards team, accessibility of our service is described in the Building Standards Customer Charter. We plan to expand on recent accessibility improvements and consult our customers on how best to enhance service accessibility for their convenience. Recent improvements include the provision of a direct dial facility for each member of the team and a continuation of the service at the councils One-stop shop between 09:00 – 17:00. Since the new area office opened in Stromness in 2016 we are exploring opportunities for a Building Standards presence in this office on at least one day each week to improve access to these services.

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.

In March 2015, we held a series of 11 public drop-in sessions on the isles as part of consultations to look at options for waste collection and recycling in each community. Officers looked to gather public opinions and insights into other innovative methods of dealing with waste on the islands. Feedback highlighted that people were keen for the Council to support ways to make it easier to recycle items, reducing the amount of household waste collected in the isles.

Many of the isles have recycling collection points and a programme of work to upgrade and increase their storage capacity is now underway. Five of the isles have already had their storage capacity doubled - and this work will continue. The Council are also exploring ways to provide recycling facilities in Egilsay, Wyre and Graemsay, which currently do not have collection points.

Over 70% of householders in the isles have requested recycling bins under the new scheme to make recycling easier in the isles.

Transport

We are committed to continue the ongoing programme to improve accessibility to all transport services, taking advantage of contract, vehicle, infrastructure and vessel replacement/renewal opportunities where possible.

All bus services complied with accessibility for people with disabilities from 2016 as this was the specification within the new bus contract from January 2015. This will

improve further with implementation of bus accessibility legislation from 2020. Through the monitoring of the School and Public Bus Service contract, we are able to monitor any complaints around accessibility issues and take any necessary achievable action.

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 finding 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 geographical 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.

Work is continuing on integration options for the transportation and health care elements of the Community Transport Service and this is included within our new Service Plan 2016-2019.

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 into account of the fact that these forms of travel do not receive Scottish Government finding in the way that bus travel does.

For example, we make provision of a network of airfields across six of the County's more remote islands; Papa Westray, North Ronaldsay, Westray, Eday, Sanday and Stronsay. Our ongoing investment in both the operation and infrastructure improvements to its airfields; the provision of concessionary travel on internal air services; and the extent to which island people are consulted on air timetables through the Community Council Network, demonstrates our commitment to travel for people living on our more remote islands. Without the internal air travel provision, life for island communities would significantly more challenging than at present and this is an example of where peripherality, or being on the edge, is considered as an equality issue in Orkney because access to goods and services can depend very much on where you live, and is a key factor when planning service provision.

Looking to the future, significant effort is being applied to establishing future transport needs for the isles communities in an attempt to ensure that their transport connections are brought up to service levels which are consistent with those elsewhere in Scotland. That is currently not the case due in part to the significant disparity in funding between the Western Isles and the Northern Isles. This inequality will persist until Government funding becomes equitable.

Within Marine Services, Engineering and Transportation we have undertaken some more investment in improving access for people with disabilities to our ferries offices and terminals. There are significant 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.

In the meantime, we continue our commitment to targeting those vessels with minor failings in respect of disability access in order to make them as compliant as is reasonably practicable and this is included as an action within our new Service Plan 2016-2019.

Working Together

Community planning is about organisations working together to improve and deliver better public services for the community. The Council is one of the partners within the Orkney Partnership which is the umbrella community planning framework for joint working in Orkney. The Orkney Partnership was streamlined and reconfigured in 2015 with three delivery groups which engage with a range of stakeholders in order to deliver the strategic priorities, aims and objectives.

The three delivery group themes were selected in the light of a number of criteria:

- The evidence base showing where action was most needed.
- Issues which needed joint action and/or joint resourcing.
- Problems which no existing agency or partnership could solve on their own.
- The need for preventative action to limit future demand on services.
- A shared mission to tackle inequalities.

The three themes for delivery are; vibrant economic environment; positive ageing and healthy and sustainable communities and equalities issues are considered within each of the delivery groups as a mainstreamed theme. Specific activities relating to equalities from these three groups include:

- Establish a central point of information [hub] for all to inform, raise awareness and educate on matters relating to older people.
- Develop and support older people's forums to enable effective consultation and engagement.
- Work with relevant partners to increase the number of adults with a learning disability in paid employment.
- Work in partnership to create increased capacity to support social enterprise opportunities in ways that build inclusiveness and reduce inequalities.

The Orkney Partnership has developed the Orkney Community Plan which incorporates also Orkney's Local Outcomes Improvement Plan for 2015-2018. It describes what it aims to achieve, working together in partnership, over and above

what could be achieved within individual organisations and demonstrates our mission; working together for a better Orkney.

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 The Orkney 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.

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

Case study:

Stromness Academy participated in a talk from the Holocaust Educational Trust whose aim is to raise awareness and understanding in schools and among the wider public of the Holocaust and its relevance today. Joanna Millan visited the Stromness Academy to deliver a talk on her experience as a Holocaust survivor. Joanna, who is now a magistrate, was born Bela Rosenthal in August 1942 in Berlin, Germany. In July 1943 Bela and her mother were taken from their home and sent to the Theresienstadt ghetto.

In 1944 when Bela was two, her mother contracted TB leaving Bela orphaned and alone in the camp. In May 1945 the Red Cross took control of the camp and Bela was liberated by the Russians, after which she was flown to England and adopted.

Her talk was followed by a question and answer session to enable the pupils to better understand the nature of the Holocaust and explore its lessons in more depth. Stromness Academy were grateful of the opportunity to hear Joanna's testimony and believe that it will encourage students to learn from the lessons of the Holocaust and make a positive difference in their own lives.

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.

Getting It Right For Every Child

Our Schools have adopted the Getting it right for every child programme that aims to improve outcomes for all children and young people.

We have worked hard to develop staff understanding of Getting It Right For Every Child (GIRFEC). Through GIRFEC staff are able to determine proportionate, timely and appropriate help for young people improving each child's situation and reducing risk. 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'.

Case study:

The Council's Educational Psychology Service is playing a valuable role in 'Getting it Right for Every Child' in Orkney. Key areas of work for the local Education Psychology Service are raising attainment, addressing disadvantage and implementing Getting it Right for Every Child locally. The service plays a key role in addressing wellbeing needs across the school and has taken a lead role in implementing Getting it Right for Every Child including providing training and guidance to schools, producing templates for the 'Child's Plans' required and advising the local implementation group.

A recent report by Education Scotland highlighted evidence to support the positive impact of the service including the wide use of the Getting it Right for Every Child process across the county, positive feedback from parents and professionals and the positive role that children were being encouraged to play in the process.

Working Together

A partnership approach to delivering services for Children and Young People in Orkney has developed a strategic plan, Clear and Connected, that sets out what we want to achieve ensuring that as children and young people grow up, they get the right help, at the right time, in the right way. The plan links to a range of plans and strategies which provide more detailed information to specific outcomes and places a focus on 'Getting it Right for Every Child' and was developed through a range of engagement activities including a Chamber Debate, focus groups and a community online survey. Feedback from the engagement events helped to identify the priorities which are Wellbeing, Relationships and Poverty and Rural Disadvantage.

The plan also sets out a commitment to make a difference to our most vulnerable children and young people (for example those who are Looked After, those in Kinship Care, those who have been Looked After). Reflection and evaluation will include questions relating to these groups specifically.

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.

Following consultation with children, young people and their parents on the issue of bullying, we remain committed to tackling unwanted behaviour and bullying. 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.

Anti-bullying activities have included Police Scotland delivering awareness raising sessions on cyber bullying at Kirkwall Grammar School and the Papdale Halls of Residence developing an anti-bullying focus group. The purpose of this group is to raise awareness of bullying, cyber-bullying, and how to report bullying incidents, The

group features residents and staff and aims to make a real difference by making sure that Papdale Halls of Residence remains a positive place to live and work; somewhere which respects diversity and promotes equality.

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 are all required 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 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 Partnership Community Consultation and Engagement guidance. The results of any consultation and engagement activities are included in our equality impact assessments.

An example of this is in 2015 we consulted on the draft Statement on Gambling Policy. Consultees included Orkney Health and Care, NHS Orkney, Orkney Alcohol and Counselling Advisory Service, Voluntary Action Orkney and the Disability Forum to achieve a wide representation of responses and to ensure that equalities were taken into account. The resulting policy specifies that the Board pay due regard to Human Rights legislation and the Equality Act. When considering premises applications we require that the local area risk assessment provided by an applicant, should seek to address or mitigate risks relating to a number of things including mental health, homelessness and addiction.

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:

- The Equalities Monitoring 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. Where this form has been received, 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

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.

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.

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.

For example our Housing Equalities Policy statement relating to contractors states: 'We will encourage contractors and other bodies to adopt and implement an equal opportunities policy. Contractors will be required to provide details of their equal opportunity policies as part of the procurement process. Contractors who fail to meet appropriate standards will result in the contractor being removed from our approved list.'

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.	• Age. • Disability.
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

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.

What progress have we made?

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.

In 2015, the Council refreshed and updated the Council Plan 2013 – 2018, which is known as the Council Delivery Plan. This plan set out the revised actions and targets for the remainder of the life of the Council Plan 2013 – 2018. Within this plan, we include our ongoing commitment to providing a number of workplace opportunities for Orkney's young people and long-term unemployed.

We continue to offer work experience, graduate trainee places and modern apprenticeship places for young people. In 2015/2016 this consisted of six work experience, seven graduate trainees, and six modern apprenticeships.

In Marine Services we have offered opportunities to university students/school leavers for summer projects on water safety, energy use and marine environment studies as well as some work experience on the tugs and ferries.

Case study

In our last report we introduced Sophie Turner who 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 was supported by the Cathedral stone mason and the manager of works and inspections.

In 2014 she was runner up in the Apprentice of the year awards and she also joined Skills Development Scotland's Ambassador Programme. As a Modern Apprenticeship Ambassador she shared her experience with other young people, encouraging them to consider becoming apprentices of the future.

In 2016, Sophie's work as stonemason at St Magnus Cathedral earned her the twin titles of Scottish and GB Apprentice of the Year, run by CIBT (Construction Industry Training Board).

CIBT Chief Executive Adrian Belton said; "Sophie is a great example of an apprentice who is really developing their skills fit for a modern construction industry. The industry needs more talented women joining, There are fantastic opportunities in the sector and skilled apprentices like Sophie will be first in line, ready to take full advantage."

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.

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.

In 2015/2016, 6% of Orkney's unemployed people were assisted into work from Council operated/funded Employability Programmes, which is not as good as the 2014/15 figure of 16%, and is not as good as the 2015/2016 Scottish average of 13.91%. This is due in part to the low unemployment rates and the availability of national employability scheme places allocated to Orkney.

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. Working closely with partner groups such as The Orkney Connect Project, who gives supported opportunities for young people who have left school with few or no qualifications, we aim to ensure there is relevant provision for young people in Orkney to build on current skills and interests with the aims of moving into a positive destination and increasing the numbers of young people in a negative destination.

Case study:

Allan first worked with the Orkney Connect Project and, through this, gained a work placement at Bayview Garage to make sure that he was suitable for the role and enjoyed the work. As the placement progressed and Allan showed potential to becoming an employee, Connect worked with Orkney Islands Council to explore options that would support the local business to take on a new member of staff.

Scotland's Employer Recruitment Incentive (SERI) is available to support businesses to create posts for unemployed young people who have the greatest barriers to getting a job. The scheme is designed to provide opportunities which will enable young people to be offered and remain in sustainable employment.

Allan said: "I have always wanted to do a practical job and have worked hard during placement. I am chuffed that I have been able to get a job doing something that I really enjoy doing."

Trevor Leslie from Bayview Garage said: "This process has worked really well. The fact that Allan came up to the garage through Connect initially for one day a week and then built his time up over three months gave him, and us, the time to make sure he was given the help he needed to work at the garage. The Employer Recruitment Incentive has also allowed us to be able to take him on, which we would have struggled with otherwise.

"We are really pleased with Allan's progress so far, and it is great to see him gaining skills and taking on increasing responsibilities in his new workplace."

The figures below, from the Initial Destinations of Senior Phase School Leavers published by the Scottish Government, show the five year trend for positive destinations for senior phase pupils, and whilst these figures have remained fairly consistent over the period, there has been a small decrease in 2015/2016

Five year trend for percentage of senior phase pupils with any positive initial destination:

	2011/2012 percent.	2012/2013 percent.	2013/2014 percent.	2014/2015 percent.	2015/2016 percent.
Orkney Islands Council.	94.1.	94.2.	93.8.	94.6.	91.1.
National.	90.1.	91.7.	92.5.	93.0.	93.3.

Similarly, in 2015/2016, 28% of secondary pupils in Orkney gained 5+ awards at level 6, however, this is not as good as the 2014/2015 figure of 34%, and not as good as the 2015/2016 Scottish average of 33%.

The table below shows the breakdown of pupil destination for school leavers.

Initial destinations of senior phase school leavers (2015/2016).

	Further education	Higher education	Employed	Training	Voluntary work
Orkney Islands Council.	21.	37.	31.	*	0.
National.	27.	40.	22.	3.	1.
	Activity agreement.	**Unemployed seeking.**	**Unemployed not seeking.**	**Not known.**	**Total number of leavers.**
Orkney Islands Council.	*	4.	3	*	213.
National.	1.	5.	1.	0.	52,249.

* Value could provide information on a cohort of less than five or has been suppressed to prevent calculation of data for a small cohort. Values are rounded to the nearest whole value and therefore may not sum to 100.

This outcome remains a priority for the following year and school leaver destination figures will continue to be monitored in order identify any trends over a longer period.

Evidence Review

According to How Fair is Scotland? published by the Equality and Human Rights Commission in 2016, age-related employment gaps have widened with young people less likely to be in work. The report also highlights that unemployment rates increased more for disabled people than for non-disabled people.

The Skills Development Scotland Equality Evidence Review 2015 suggests that those with disabilities in the labour market are likely to increase due to changes in

benefits entitlements. They go on to highlight that disabled people in the labour market face multiple barriers to entry and progression due to discrimination and a lack of understanding for the issues facing disabled people.

Labour Market figures for Orkney (June 2016) illustrate that there were 61 individuals who claimed Jobseeker's Allowance. Of these, 10 fell within the 16 to 24 age group. Employment rates for the overall population were 86% and in comparison, for those who had indicated a disability, employment rates were 60%.

As of June 2015, the Office of National Statistics has changed the definition of the Claimant Count to include all out of work Universal Credit claimants. At the moment, this new definition is only available at the Scotland level and in not yet broken down by local authority, age or duration. As a result, the JSA Claimant Count has been renamed to indicate that its scope in now limited to claimants of Jobseeker's Allowance only and does not contain the additional Universal Credit claimants now included in the new headline Claimant Count definition. The measure of the number of people receiving Universal Credit principally for the reason of being unemployed is still being developed by the Department for Work and Pensions. Consequently this component of the total Claimant Count does not yet correctly reflect the target population of unemployed claimants and is subject to revisions.

'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 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 key labour market results for the year ending 31 December 2016 show that there is considerable variation in employment rates for those aged 16-64 across Scotland's local authorities. The highest employment rates were seen in Shetland Islands (86.6%), Orkney Islands (86.0%) and Argyll and Bute (78.4%) while the lowest employment rates were seen in North Ayrshire (64.4%), Dundee City (66.0%) and East Ayrshire (66.3%). Comparable data for Scotland and the UK showed that Scotland's employment rate (72.9%) was lower than the UK's (73.9%).

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

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%.

What progress have we made?

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 carried out an exercise in 2016 seeking 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. Whilst this exercise increased the level of information available relating to protected characteristics, the current response rate is around 66%.

We recognise that employee data is a crucial element of evaluating and setting evidence based outcomes. This outcome remains a priority for the forthcoming year as a work is underway with the HR System Development Project.

The HR System Development Project seeks to centralise the recording and storage of relevant HR data in one place. It will help address the current requirement for the service administration teams to collect, collate and store this data in a decentralised way and will also enable employees to update some of their own personal information, including protected characteristics, through part of the system known as MyView. As part of the communications plan for the launch of MyView, employees will be encouraged to check and update their personal information as part of the registration process. It is anticipated that this will improve the level of returns in relation to protected characteristics.

This system will also enable significantly enhanced management information allowing for better information and quicker decision making.

This project is on-going throughout 2017 and progress will be reported again in 2018.

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.

What progress have we made?

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. The staff groups included both teaching and non-teaching staff.

The following is a summary of actions completed from the staff group:

Communication and engagement with staff:
- Remote working options are now available from the Warehouse Buildings in Stromness.
- Grand Ideas scheme launched to encourage sharing ideas for innovation for better ways of working with a focus on more efficient and effective service delivery.
- Commitment to Leadership Training for managers which includes skills development around inclusive communications and employee engagement.

Treating each other with dignity respect:
- New Dignity at Work Policy has been introduced adopting a zero tolerance approach to any form of unlawful discrimination.
- Awareness raising sessions with Senior Managers to highlight the importance of tackling unwanted behaviours in the workplace and the role of leadership.
- Roll-out training and regular briefing sessions provided on the Dignity at Work policy through the Corporate Learning and Development Programme.
- Development of the role of Dignity at Work First Contact Officers to offer impartial assistance or guidance for employees experiencing difficulties in the workplace. First steps to recruit volunteers to the role across all Service areas is underway and induction and awareness training is planned for 2017.

Employment related policies, procedures and processes:

- New Secondment Policy has been developed to provide a clear framework for opportunities for development and career progression.
- Training champions from each service meet several times throughout the year to co-ordinate and evaluate service training needs against available resources.
- New Disciplinary Policy launched to provide greater clarity on how complaints against staff are handled.
- New Managing Sickness Absence Policy has been launched to address inconsistencies in recording and managing employee sickness.

A further staff survey is planned for 2017/2018 and will provide an opportunity to benchmark progress in this area and to explore changing priorities for improvement.

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.

In the Scottish Social Attitudes 2015 report by the Scottish Government, the four groups attracting the highest levels of discriminatory attitudes in relation to their suitability to the job of being a primary school teacher had remained unchanged between 2006 and 2015. These groups are: Gypsy/Travellers, someone aged 70, someone who experiences depression from time to time and someone who has undergone gender reassignment.

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.

What progress have we made?

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 the 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.

We have also provided support, assets and space, at no cost, to the college to enable them to develop sea survival and gas training courses.

Further progress on this outcome has been made with Orkney Island Council and Highlands and Islands Enterprise entering into a partnership agreement to establish a research and innovation campus in Stromness.

The 3.75-acre campus will support the growth of existing research and innovation activity and the expansion of companies in Orkney's world-leading marine renewables, energy and low carbon sector. It will also attract additional research activities to Orkney, both from the commercial and academic worlds.

The aim of the campus is to attract academic institutions and businesses with an interest in carrying out a wide range of research projects in an island setting. This could include research linked to Orkney's energy resources, transport needs, culture and economy.

This development will support the growth of existing businesses and the creation of new enterprises and will provide more opportunities to attract and retain young people looking to live, work and study in the islands.

The next stage of the project is a planning application. It is intended that work to create the Orkney Research and Innovation Campus will begin on site before the end of 2017.

The second output was added in October 2014 following discussions with the Equality and Human Rights Commission and therefore progress has been reported to cover the 2015 -2017 period.

Case study:

Pupils at Sanday Community School made the final of the Junior Saltire Award 2015 after designing and building their own floating Wave Energy Converter, using wave power to create electricity.

Technical Subjects teacher Carolyn Dixon said: "Here at Sanday School we are surrounded by the sea - we know only too well its power! Designing and building a device to try and harness that power involves our students in a highly relevant and complex engineering project where they can develop as a team as well as in technical expertise.

"We keep entering the Junior Saltire Prize because this competition allows us to address urgent real world engineering challenges with our students, challenges I hope they will go on to work on in adult life.

The competition is a great way to generate interest in STEM subjects and the vast range of exciting careers that can lead to.

Other examples of progress in this outcome include:

In 2015 the Science Festival saw a variety of scientists covering a huge range of topics daily, from an exhibition on particle physics by Professor Alan Walker and colleagues, to a presentation on Disgusting Digestion for S1 and S2 pupils.

The majority of science students were involved in talks and workshops, and the Geography and Art departments have been involved, with visits from the Geobus and talks on "Light and Colour in Art" (Prof Roy Burdon) and "Colours to Dye for" (Prof Sue Stocklmayer and Dr Mark Ellison). The Science Festival aims to make science more accessible to everyone and for many students, the Science Festival raises awareness to a career in science, science even more."

A visit to a class studying renewable energy from a consultant of Renewable Energy for Aquatera in Stromness discussed the importance that Orkney plays in the development of this sector. The talk also covered the islands' energy bill and how renewable energy can benefit Orkney over the next decade. Discussions also covered fuel poverty and the impact this can have particularly in more rural areas of island life. The use of electric cars was also raised along with how renewable energy

can have a positive impact on the economy. These ongoing activities support young people to better understand the variety of career options available in sectors linking to STEM subjects at school.

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 Skills Development Scotland, there are gender differences in subject choice early on in the education system. Girls remain less likely to choose science, technology, engineering and mathematics (STEM) subjects. These differences continue throughout school, college, university and are then reflected in the wider occupational segregation within the labour market including apprenticeships.

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).

What progress have we made?

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.

Within HR and Performance we provide a number of training courses both on iLearn and in workshops. We include the Stonewall No Bystanders film in our training on Dignity at Work. We offer equality and diversity training and training on equality impact assessments.

Our Housing staff are routinely trained in equalities, diversity and accessibility and we include staff from Papdale Halls of Residence as well as staff who are in the position of delivering services for the Housing Service, such a building inspectors and other technical staff. The training includes awareness of language and 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. Specific training is delivered where required for example that relating to the Syrian Resettlement Programme.

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

The Educational Psychology Service delivers a wide range of staff development to increase staff skills and confidence and build capacity in the needs of children and young people. For example, development and training sessions over the last 12 months have promoted authority priorities and have included needs-led/bespoke training with schools and a range of other partners in the following areas:

- Contribution to Child Protection Training level 2.
- Literacy Assessment and Intervention.
- Getting it Right for Every Child.
- Working with children with additional support needs –
- Probationer Teacher Training;
- Support for Learning Assistance Training.
- Coping with Challenge and Change.
- Attachment theory – Wellbeing and learning of looked after children.
- Autism awareness.
- Autism and the Low Arousal Approach.
- Cognitive Behavioural Therapy approaches in school.
- Solution-oriented working.
- Leading solution-oriented meetings.
- Organisations skills and the role of mind mapping.
- Thoughts, feelings and mindfulness.
- Growth Mindset and Person Centred Coaching.
- Nurture approaches.
- Restorative approaches.
- Meeting the needs of children with attention difficulties.

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 remain particularly in relation to immigration and the labour market according to the

Scottish Social Attitudes Survey 2015: Attitudes to Discrimination and Positive Action, published by the Scottish Government.

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 2015 there was one civil partnership compared to 114 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.

Equality Outcome 6

Equality Outcome 6 (Council Outcome)	
Improve access to the democratic process.	
Protected Characteristics.	• Disability. • Age.
General Duty.	• Eliminate unlawful discrimination, harassment and victimisation. • Advance equality of opportunity.

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.

What progress have we made?

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.

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Case study:

The Youth Chamber Debate in 2015 saw young people from Kirkwall Grammar School, Stromness Academy, isles' Junior Highs, Orkney College and the Connect Project invited to take part in the debate which is held every two years in the Chamber at the Council Offices in Kirkwall.

Senior officials from the Council and a number of elected members have also been invited to participate in the event.

The three topics chosen for discussion on the day were:-

- Should Orkney be considering taking in refugees fleeing from the Middle East?
- Are Pupil Councils the best forum for the local authority and other local organisations to consult young people on policies and issues that might have a potential impact on them?
- Recent headlines in the press have indicated that Orkney is the best place to raise children in the UK. Would young people who are currently growing up in Orkney agree?

Each topic was given a maximum of 30 minutes, starting with a short presentation, for and against, from two young people.

Wilfred Weir is the Council's Executive Director of Education, Learning and Housing. He said: "This event allows young people to debate on issues relevant to them and put forward their views to senior officials and directors. It is a valuable learning experience for participants, and not only helps develop their confidence and experience new challenges, but also helps develop their thoughts and opinions on a variety of chosen topics."

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Young people from Stromness Academy and Kirkwall Grammar School are regularly encouraged to participate in democracy by standing for the Scottish Youth Parliament. The candidates will be supported over the next two months to put together manifestos in advance of election campaigns in the New Year.

The Scottish Youth Parliament represents Scotland's young people. Their democratically elected members listen to and recognise the issues that are most important to young people, ensuring that their voices are heard by the country's decision makers. They strive for a stronger, more inclusive Scotland that empowers young people by involving them in the decision making process.

There are three national sittings of the parliament each year, with two members elected for each constituency for a term of two years.

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.

According to the Is Scotland Fairer? Report published by the Equality and Human Rights Commission in 2016, some people with certain characteristics remained less likely to participate in the political process. This includes young people and people from some ethnic minorities were less likely to report being politically active. Women, disabled people and people from ethnic minorities were also politically under-represented both at national and local levels across Scotland.

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.

What progress have we made?

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.

- In Housing we use the Principles of Inclusive Communication. For example we regularly collect data on our service users to support meeting accessibility requirements. This may include a record where someone has a hearing or eyesight impairment and so may need additional assistance in the event of a repair for instance (e.g. hearing impairment, the service user may not hear a tradesperson calling at the door). When responding to people in a crisis and where time is limited we have arrangements in place with other agencies to provide support to people who are vulnerable for whatever reason. We fund the other agencies for that purpose.

- We take a continuous improvement approach to our communications and include a standard section on our written information to make service users aware that information is available in a range of formats and languages and to encourage feedback to suggest improvements. A broad range of information is available on our website (full online housing options guide) allowing functionality such as BrowseAloud to be used. We also provide interpretation and translation services as required.

- 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. They are available to download in accessible versions and these continue to prove some of the most used functions on the website. 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 those who don't have English as a first language. Our ferries staff, ashore and afloat, receive training in customer care and relationships.

- Transport, marine and ferry services have recently increased their presence on line and Twitter has become a much used tool for short notice changes to ferry and shipping schedules. A recent Orkney wide consultation on future transport needs was also fully compliant to accessibility standards and, to enhance responses, face to face meetings were also utilised.

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. This handbook sets out our commitment to inclusive learning and to equality.

We recognise that some of our pupils have additional support needs and, where there is a language barrier, work is ongoing to teach all pupils and staff to use sign language.

This outcome remains a key priority for the following year with many communications channels and computer based systems under review and in development, particularly those affecting our communities.

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.

Socitm undertakes an annual 'Better Connected' assessment with the purpose of identifying good practice in the development of local authority websites using evidence-based research. The 2015 report suggests that 'Achieving a high-class experience online for all relevant tasks that the customer needs to complete is the cornerstone for any local authority undertaking a digital transformation of services.'

A 2015 Ipsos MORI survey highlights the differences between generations in terms of frequency of internet use with 85% of generation y accessing the internet several times a day in comparison to pre-war generation at 20%, and methods of accessing the internet with 73% of generation y accessing it via mobile devices in comparison to 7% of pre-war generation. Such evidence suggests that improvements in digital services need to be adaptable to cater for wide-ranging needs and abilities and to meet the expectations of an increasing adult population for the provision of information and access to services.

The report on Age and Isolation published by The Equal Opportunities Committee in 2015 states that technology cannot replace face to face contact for both younger and older people. Also, that there should be services to target people who may be digitally excluded. The report goes on to say that the development of internet sites is very important for both younger and older people with an increasing number of older people accessing the internet. For younger people, evidence suggests that the most isolated can use forums and networks to stay connected and that social media provides a number of platforms that are free for third sector organisations. It highlights that the development of the right kind of information online can have an impact on those people who do not want to come into contact with services and that targeting and developing local material, with information that is relevant and up-to-date, is extremely important to move things forward and plan for the future.

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

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.

Case study:

As part of the Educational Psychology Service delivery programme training and development sessions were held specifically on Attachment theory – Wellbeing and learning of looked after children. Qualitative data on training input presents a positive picture regarding the quality of the information presented, the usefulness of the input and how it has led to reflection on practice. For example feedback from the Staff Support Group (Attachment) reflected:

All 11 teachers felt the Attachment Group had helped them improve their practice.

12 felt their understanding of the procedures leading to children becoming 'Looked After' had increased.

9 felt their understanding of the procedures underlying fostering and adoption had increased.

This outcome remains a priority for the forthcoming year enabling further analysis of progress made.

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.

Education Outcomes for Scotland's looked after children, published by the Scottish Government on 22 June 2016, gives the following information on the educational outcomes of young people who were looked after at any point from August 2014 to July 2015 and who left school during 2014/2015:

- In 2014/2015 almost three quarters (73 per cent) of looked after school leavers were aged 16 and under (i.e. they left school at the earliest point they could) compared to over one quarter (27 per cent) of school leavers more generally.
- More than three-quarters (77 per cent) of children looked after for a full year who left school during or at the end of 2014/15 were in a positive destination three months after leaving school, compared with nine in ten (93 per cent) of all 2014/2015 school leavers.
- The rate of exclusions among looked after children is much higher than in the general school population (218 cases per 1,000 looked after pupils, compared to 27 per 1,000 in the general school population), and is falling at a similar rate. However, the absolute fall in the rates of exclusions for looked after children is much greater, but they are coming from a much worse position.

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.'

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Is Scotland Fairer? published by the Equality and Human Rights Commission in 2016 states that the attainment gap between looked after children and other pupils narrowed but attainment levels remain well below that of other pupils.

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	
Policy and Practice 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.	• Eliminate unlawful discrimination, harassment and victimisation. • Advance equality of opportunity.

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.

This outcome remains a priority for the forthcoming year in order to incorporate examples of good practice throughout policies and practices as they are reviewed.

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.

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:

Licensed Premises Statistics			
	August 2012.	January 2014.	February 2015.
Premises Licences (Liquor).			
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.
Personal Licences (Liquor).			
In Force.	355.	396.	304.
Premises Licences (Gaming).			
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 109 liquor premises licence holders, 68 are business entities and 40 are individuals and 1 is a provisional licence. 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; February 2015 and most recently in March 2017 was:

Licence Holders				
	August 2012.	January 2014.	February 2015.	March 2017.
Gender.				
Male.	38%.	39%.	39%.	40%.
Female.	62%.	61%.	61%.	60%.
Age.				
18 to 30.	16%.	16%.	18%.	18%.
31 to 50.	45%.	44%.	44%.	43%.
Over 50.	39%.	40%.	38%.	39%.
Place of Birth.				
Scotland.	69%.	69%.	71%.	71%.
England / Wales / Ireland.	24%.	25%.	21%.	22%.
Europe.	4%.	3%.	3%.	3%.
Other.	3%.	3%.	5%.	4%.

Licensing Board Equality Outcome 3

Equality Outcome 3	
Capacity and Training	
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.	• Eliminate unlawful discrimination, harassment and victimisation. • Advance equality of opportunity.

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.
• Joint meetings of the Orkney Local Licensing Forum and the Orkney Island Area Licensing Board meet regularly. The Orkney Local Licensing Forum has a role in helping to network on licensing issues locally. They develop links with other local

organisations and partnerships that may be undertaking relevant work such as Alcohol and Drug Partnerships, Community Safety Partnerships, Public Health Bodies, and where relevant, Community Planning. This provides greater opportunity for equality issues to be raised, discussed and acted upon from a partnership perspective.

Work on this outcome will continue for a further year.

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 set a commitment to develop 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.

An equalities monitoring exercise was carried out in 2016 to progress this outcome and to ensure the information we hold about employees is up to date and accurate. The covering information encourages employees to respond, and emphasises that they do not have to answer all the questions but it would be appreciated if they answered some. This exercise has increased the rate of return to around 66%. Further development of HR systems is being carried out in 2017 which includes a self-service section for employees to update their own personal information, including protected characteristics. We have extended this equality outcome for a further year as this continues to be a priority for the Council, Education Board and Orkney Island Area Licensing Board.

When applicants apply for jobs they are asked to complete an equalities monitoring form. This is used solely for monitoring purposes; it is the source of the recruitment data contained in this report. 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, promotions, training 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 'No response' it means that the employee or prospective employee has not returned their form to us. The 'Prefer not to answer' figures are those where the employee has returned their form but chosen not to answer that 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 the HR Strategy. The HR Strategy 2014 - 2018 will support the Council Plan 2013 - 2018 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 2016. Any comparisons with 2015 are for the same period in that year**.**

Current Workforce

The number of Council staff in post as at 31 December 2016 was 2,686. This was made up of 2,321 Council 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 2016 was 2,044, made up of 1,733 Council staff and 311 Teachers.

Recruitment, New Starts and Leavers

During 2016, we received a total of 3,714 Council applications and 241 Teaching applications. Of these, 1,306 Council and 113 Teaching candidates were called for interview. This resulted in 591Council offers and 51 Teaching offers being made in 2016.

There were 258 Council new starts during 2016 and 63 new start Teachers. During the same period 283 Council staff and 59 Teachers left the Council.

The new start figures are different from offers 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.

In previous reports a figure was included in each table identifying the numbers where information was not provided. In this report that information has been broken down further to detail whether the form was simply not returned or was returned but the individual chose not to answer that question. The figures for gender and age are complete for staff in post, new starts and leavers as the information is already held in the system.

Non-teaching Staff Annual Comparisons

Category	2016	2015
Workforce (including relief)	2,321	2,316
Workforce (excluding relief)	1,733	1,791
Applications	3,714	3,251
Interviews	1,306	1,429
Offers	591	562
New Starts	258	291
Leavers	283	297

Teachers Annual Comparisons

Category	2016	2015
Workforce (including relief)	365	361
Workforce (excluding relief)	311	316
Applications	241	197
Interviews	113	128
Offers	51	49
New Starts	63	31
Leavers	59	30

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. The largest staff ethnic groups in the Council and Education Authority are 'White Scottish' then 'Other British'. They were fairly similarly divided between male and female, all were heterosexual and they came from a number of age ranges.

The data for employees involved in disciplinary procedures 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.

Race

Census Information – Ethnicity

(Source: 2011 Census General Register for Scotland)

Population of Orkney - Breakdown by Ethnicity.		
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%.

Staff in post - Ethnicity

Staff in Post – Council.		
Ethnic categories.	Number.	% of total.
White Scottish.	1099.	47.4%.
White Other British.	335.	14.4%.
White Irish.	<10.	<0.43%.
Any other white background.	46.	2.00%.
Mixed.	<10.	<0.43%.
Asian Indian.	<10.	<0.43%.
Asian Pakistani.	0.	0.00%.
Asian Bangladeshi.	0.	0.00%.
Asian Chinese.	<10.	<0.43%.
Any other Asian background.	<10.	<0.43%.
African.	0.	0.00%.
Caribbean.	<10.	<0.43%.
Black.	0.	0.00%.
Other ethnic background.	12.	0.5%.
Prefer not to say.	39.	1.7%.
Information not recorded.	777.	33.5%.

Staff in Post – Teachers.		
Ethnic categories.	Number.	% of total.
White Scottish.	133.	36.4%.
White Other British.	47.	12.9%.
White Irish.	<10.	<2.74%.
Any other white background.	<10.	<2.74%.
Mixed.	<10.	<2.74%.
Asian Indian.	0.	0.00%.
Asian Pakistani.	<10.	<2.74%.
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%.
Prefer not to say.	<10	<2.74%.
Information not recorded.	168.	46.0%.

The following table shows comparisons between figures for employees and Census figures.

Ethnic Groups Comparisons – Employees and Census.			
Ethnic group.	Census.	Non-teaching.	Teachers.
White: Scottish.	79.44%..	47.4%.	36.4%.
White: Other British.	17.69%..	14.4%.	12.9%.
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%..	2.0%.	<2.74%.
Mixed or multiple ethnic groups.	0.18%..	<0.43%.	<2.74%.
Asian, Asian Scottish or Asian British: Pakistani, Pakistani Scottish or Pakistani British.	0.07%..	0.00%.	<2.74%.
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%..	<0.43%.	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%.	<0.43%.	0.00%.
Caribbean or Black: Black, Black Scottish or Black British.	0.00%.	<0.43%.	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%.	0.5%.	0.00%.
Prefer not to say.	0.00%.	1.7%.	<2.74%.

The annual comparisons in the following tables show that, for both Council staff and Teachers, figures are very similar to 2015, with a slight increase for those identifying as White Scottish.

Staff in Post - Council Annual Comparisons.				
Ethnic categories.	2016.	2015.	2014.	2013.
White Scottish.	47.4%.	41.71%.	40.21%.	42.06%.
White Other British.	14.4%.	12.65%.	12.71%.	12.52%.
White Irish.	<0.43%.	<0.43%.	<0.43%.	<0.44%.
Any other white background.	2.0%.	1.42%.	<0.43%.	0.96%.
Mixed.	<0.43%.	<0.43%.	0.00%.	<0.44%.
Asian Indian.	<0.43%.	<0.43%.	<0.43%.	<0.44%.
Asian Pakistani.	0.00%.	0.00%.	0.00%.	0.00%.
Asian Bangladeshi.	0.00%.	0.00%.	0.00%.	<0.44%.
Asian Chinese.	<0.43%.	0.00%.	0.00%.	0.00%.
Any other Asian background.	<0.43%.	<0.43%.	<0.43%.	<0.44%.
African.	0.00%.	<0.43%.	0.00%.	<0.44%.
Caribbean.	<0.43%.	<0.43%.	0.00%.	<0.44%.
Black.	0.00%.	0.00%.	0.00%.	0.00%.
Other ethnic background.	0.5%.	<0.43%.	<0.43%.	<0.44%.
Prefer not to say.	1.7%.	2.12%.	46.69%.	43.85%.
Information not recorded.	33.5%.	41.36%.		

Staff in Post – Teachers Annual Comparisons.				
Ethnic categories.	2016.	2015.	2014.	2013.
White Scottish.	36.4%.	34.90%.	33.97%.	35.83%.
White Other British.	12.9%.	13.57%.	14.25%.	12.78%.
White Irish.	<2.74%.	<2.77%.	<2.74%.	<2.78%.
Any other white background.	<2.74%.	<2.77%.	0.00%.	<2.78%.
Mixed.	<2.74%.	<2.77%.	<2.74%.	<2.78%.
Asian Indian.	0.00%.	0.00%.	0.00%.	0.00%.
Asian Pakistani.	<2.74%.	<2.77%.	0.00%.	0.00%.
Asian Bangladeshi.	0.00%.	0.00%.	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.	<2.74%.	<2.77%.	<2.74%.	<2.78%.
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%.
Prefer not to say.	<2.74%.	<2.77%.	50.68%.	49.72%.
Information not recorded.	46.0%.	46.81%.		

New starts – Ethnicity

New Starts – Council.		
Ethnic categories.	Number.	% of total.
White Scottish.	100.	38.8%.
White Other British.	41.	15.9%.
White Irish.	0.	0.0%.
Any other white background.	14.	5.4%.
Mixed.	<10.	<3.86%.
Asian Indian.	0.	0.0%.
Asian Pakistani.	0.	0.0%.
Asian Bangladeshi.	0.	0.0%.
Asian Chinese.	<10.	<3.86%.
Any other Asian background.	0.	0.0%.
African.	0.	0.0%.
Caribbean.	0.	0.0%.
Black.	0.	0.0%.
Other ethnic background.	<10.	<3.86%.
Prefer not to say.	<10.	<3.86%.
Information not provided	97.	37.6%.

New Starts - Council Annual Comparisons.				
Ethnic categories.	2016.	2015.	2014.	2013.
White Scottish.	38.8%.	32.65%.	15.80%.	30.65%.
White Other British.	15.9%.	10.31and	5.17%.	9.63%.
White Irish.	0.00%.	0.00%.	0.00%.	0.00%.
Any other white background.	5.4%.	<3.44%.	<2.87%.	<1.75%.
Mixed.	<3.86%.	<3.44%.	0.00%.	<1.75%.
Asian Indian.	0.00%.	0.00%.	0.00%.	0.00%.
Asian Pakistani.	0.00%.	0.00%.	0.00%.	0.00%.
Asian Bangladeshi.	0.00%.	0.00%.	0.00%.	0.00%.
Asian Chinese.	<3.86%.	0.00%.	0.00%.	0.00%.
Any other Asian background.	0.00%.	<3.44%.	0.00%.	<1.75%.
African.	0.00%.	<3.44%.	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.	<3.86%.	<3.44%.	0.00%.	0.00%.
Prefer not to say.	<3.86%.	0.00%.	77.87%.	59.02%.
Information not recorded.	37.6%.	52.58%.		

New Starts – Teachers.		
Ethnic categories.	Number.	% of total.
White Scottish.	16.	25.4%.
White Other British.	<10.	<15.87%.
White Irish.	<10.	<15.87%.
Any other white background.	<10.	<15.87%.
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%.
Prefer not to say.	0.	0.00%.
Information not recorded.	37.	58.7%.

New Starts – Teachers Annual Comparisons.				
Ethnic categories.	2016	2015.	2014.	2013.
White Scottish.	25.4%.	34.90%.	<18.18%.	33.70%.
White Other British.	<15.87%.	13.57%.	<18.18%.	<10.87%.
White Irish.	<15.87%.	<2.77%.	0.00%.	0.00%.
Any other white background.	<15.87%.	<2.77%.	0.00%.	0.00%.
Mixed.	0.0%.	<2.77%.	0.00%.	<10.87%.
Asian Indian.	0.0%.	0.00%.	0.00%.	0.00%.
Asian Pakistani.	0.0%.	<2.77%.	0.00%.	0.00%.
Asian Bangladeshi.	0.0%.	0.00%.	0.00%.	0.00%.
Asian Chinese.	0.0%.	0.00%.	0.00%.	0.00%.
Any other Asian background.	0.0%.	0.00%.	0.00%.	<10.87%.
African.	0.0%.	<2.77%.	0.00%.	0.00%.
Caribbean.	0.0%.	0.00%.	0.00%.	0.00%.
Black.	0.0%.	0.00%.	0.00%.	0.00%.
Other ethnic background.	0.0%.	0.00%.	0.00%.	<10.87%.
Prefer not to say.	0.0%.	<2.77%.	74.55%.	54.35%.
Information not recorded.	58.7%.	46.81%.		

Leavers – Ethnicity

Leavers – Council.		
Ethnic categories.	Number.	% of total.
White Scottish.	83.	29.3%.
White Other British.	35.	12.4%.
White Irish.	0.	0.0%.
Any other white background.	<10.	<7.87%.
Mixed.	0.	0.0%.
Asian Indian.	0.	0.0%.
Asian Pakistani.	0.	0.0%.
Asian Bangladeshi.	0.	0.0%.
Asian Chinese.	0.	0.0%.
Any other Asian background.	0.	0.0%.
African.	0.	0.0%.
Caribbean.	0.	0.0%.
Black.	0.	0.0%.
Other ethnic background.	<10.	<7.87%.
Prefer not to say.	<10.	<7.87%.
Information not provided.	156.	55.1%.

Leavers – Council Annual Comparisons.				
Ethnic categories.	2016.	2015.	2014.	2013.
White Scottish.	29.3%.	35.35%.	34.19%.	48.49%.
White Other British.	12.4%.	12.12%.	13.10%.	14.79%.
White Irish.	0.0%.	0.00%.	<3.19%.	
Any other white background.	<7.87%.	<3.37%.	<3.19%.	
Mixed.	0.0%.	<3.37%.	<3.19%.	0.00%.
Asian Indian.	0.0%.	0.00%.	0.00%.	0.00%.
Asian Pakistani.	0.0%.	0.00%.	0.00%.	0.00%.
Asian Bangladeshi.	0.0%.	0.00%.	<3.19%.	0.00%.
Asian Chinese.	0.0%.	0.00%.	0.00%.	0.00%.
Any other Asian background.	0.0%.	0.00%.	0.00%.	0.00%.
African.	0.0%.	0.00%.	<3.19%.	0.00%.
Caribbean.	0.0%.	0.00%.	0.00%.	0.00%.
Black.	0.0%.	0.00%.	0.00%.	0.00%.
Other ethnic background.	<7.87%.	0.00%.	0.00%.	0.00%.
Prefer not to say.	<7.87%.	<3.37%.	50.16%.	36.71%.
Information not recorded.	55.1%.	50.84%.		

Leavers – Teachers.		
Ethnic categories.	Number.	% of total.
White Scottish.	13.	22.0%.
White Other British.	10.	16.9%.
White Irish.	0.	0.0%.
Any other white background.	<10.	<16.9%.
Mixed.	0.	0.0%.
Asian Indian.	0.	0.0%.
Asian Pakistani.	0.	0.0%.
Asian Bangladeshi.	0.	0.0%.
Asian Chinese.	0.	0.0%.
Any other Asian background.	0.	0.0%.
African.	0.	0.0%.
Caribbean.	0.	0.0%.
Black.	0.	0.0%.
Other ethnic background.	<10.	<16.9%.
Prefer not to say.	0.	0.0%.
Information not recorded.	30.	50.8%.

Leavers – Teachers Annual Comparisons.				
Ethnic categories.	2016.	2015.	2014.	2013.
White Scottish.	22.0%.	40.00%.	24.93%.	40.32%.
White Other British.	16.9%.	<33.33%.	<24.39%.	<16.13%.
White Irish.	0.0%.	<33.33%.	0.00%.	0.00%.
Any other white background.	<16.9%.	0.00%.	0.00%.	0.00%.
Mixed.	0.0%.	0.00%.	0.00%.	<16.13%.
Asian Indian.	0.0%.	0.00%.	0.00%.	0.00%.
Asian Pakistani.	0.0%.	0.00%.	0.00%.	0.00%.
Asian Bangladeshi.	0.0%.	0.00%.	0.00%.	0.00%.
Asian Chinese.	0.0%.	0.00%.	0.00%.	0.00%.
Any other Asian background.	0.0%.	0.00%.	0.00%.	0.00%.
African.	0.0%.	0.00%.	0.00%.	0.00%.
Caribbean.	0.0%.	0.00%.	0.00%.	0.00%.
Black.	0.0%.	0.00%.	0.00%.	0.00%.
Other ethnic background.	<16.9%.	0.00%.	0.00%.	0.00%.
Prefer not to say.	0.0%.	0.00%.	68.29%.	45.16%.
Information not recorded.	50.8%.	40.00%.		

New Starts and Leavers Comparisons.				
	Non-teaching.		Teachers.	
Ethnic categories.	New starts.	Leavers.	New starts.	Leavers.
White Scottish.	38.8%.	29.3%.	25.4%.	22.0%.
White Other British.	15.9%.	12.4%.	<15.87%.	16.9%.
White Irish.	0.00%.	0.0%.	<15.87%.	0.0%.
Any other white background.	5.4%.	<7.87%.	<15.87%.	<16.9%.
Mixed.	<3.86%.	0.0%.	0.0%.	0.0%.
Asian Indian.	0.00%.	0.0%.	0.0%.	0.0%.
Asian Pakistani.	0.00%.	0.0%.	0.0%.	0.0%.
Asian Bangladeshi.	0.00%.	0.0%.	0.0%.	0.0%.
Asian Chinese.	<3.86%.	0.0%.	0.0%.	0.0%.
Any other Asian background.	0.00%.	0.0%.	0.0%.	0.0%.
African.	0.00%.	0.0%.	0.0%.	0.0%.
Caribbean.	0.00%.	0.0%.	0.0%.	0.0%.
Black.	0.00%.	0.0%.	0.0%.	0.0%.
Other ethnic background.	<3.86%.	<7.87%.	0.0%.	<16.9%.
Prefer not to say.	<3.86%.	<7.87%.	0.0%.	0.0%.
Information not recorded.	37.6%.	55.1%.	58.7%.	50.8%.

Recruitment – Ethnicity

Recruitment – Council.						
Ethnic categories.	Applicants.		Shortlisted.		Offered.	
	Number.	% of total.	Number.	% of total.	Number.	% of total.
White Scottish.	1980.	53.3%.	736.	56.4%.	300.	50.8%.
White Other British.	955.	25.7%.	350.	26.8%.	128.	21.7%.
White Irish.	23.	0.6%.	<10.	<0.77%.	<10.	<1.69%.
Any other white background.	266.	7.2%.	57.	4.4%.	23.	3.9%.
Mixed.	12.	0.3%.	<10.	<0.77%.	0.	0.0%.
Asian Indian.	<10.	<0.27%.	<10.	<0.77%.	0.	0.0%.
Asian Pakistani.	<10.	<0.27%.	0.	0.0%.	0.	0.0%.
Asian Bangladeshi.	<10.	<0.27%.	0.	0.0%.	0.	0.0%.
Asian Chinese.	<10.	<0.27%.	<10.	<0.77%.	0.	0.0%.
Any other Asian background.	11.	0.3%.	<10.	<0.77%.	<10.	<1.69%.
African.	16.	0.4%.	<10.	<0.77%.	0.	0.0%.
Caribbean.	0.	0.0%.	0.	0.0%.	0.	0.0%.
Black.	0.	0.0%.	0.	0.0%.	0.	0.0%.
Other ethnic background.	49.	1.3%.	19.	1.5%.	<10.	<1.69%.
Prefer not to say.	32.	0.9%.	<10.	<0.77%.	<10.	<1.69%.
Information not recorded.	350.	9.4%.	122.	9.3%.	127.	21.5%.

Recruitment - Council Annual Comparisons.						
Ethnic categories.	Applicants.		Shortlisted.		Appointed.	
	2016.	2015.	2016.	2015.	2016.	2015.
White Scottish.	53.3%.	58.66%.	56.4%.	60.88%.	50.8%.	64.36%.
White Other British.	25.7%.	22.02%.	26.8%.	22.32%.	21.7%.	19.15%.
White Irish.	0.6%.	1.14%.	<0.77%.	0.84%.	<1.69%.	<1.77%.
Any other white background.	7.2%.	6.24%.	4.4%.	3.29%.	3.9%.	2.48%.
Mixed.	0.3%.	<0.31%.	<0.77%.	0.00%.	0.0%.	0.00%.
Asian Indian.	<0.27%.	0.40%.	<0.77%.	<0.70%.	0.0%.	0.00%.
Asian Pakistani.	<0.27%.	<0.31%.	0.0%.	0.00%.	0.0%.	0.00%.
Asian Bangladeshi.	<0.27%.	<0.31%.	0.0%.	0.00%.	0.0%.	0.00%.
Asian Chinese.	<0.27%.	0.34%.	<0.77%.	<0.70%.	0.0%.	<1.77%.
Any other Asian background.	0.3%.	<0.31%.	<0.77%.	<0.70%.	<1.69%.	0.00%.
African.	0.4%.	<0.31%.	<0.77%.	<0.70%.	0.0%.	0.00%.
Caribbean.	0.0%.	<0.31%.	0.0%.	<0.70%.	0.0%.	0.00%.
Black.	0.0%.	0.00%.	0.0%.	0.00%.	0.0%.	0.00%.
Other ethnic background.	1.3%.	1.17%.	1.5%.	<0.70%.	<1.69%.	<1.77%.
Prefer not to say.	0.9%.	0.98%.	<0.77%.	0.70%.	<1.69%.	<1.77%.
Information not provided	9.4%.	8.06%.	9.3%.	10.22%.	21.5%.	12.41%.

Recruitment – Teachers.						
Ethnic categories.	Applicants.		Shortlisted.		Offered.	
	Number.	% of total.	Number.	% of total.	Number.	% of total.
White Scottish.	120.	49.8%.	68.	60.2%.	32.	62.7%.
White Other British.	76.	31.5%.	23.	20.4%.	13.	25.5%.
White Irish.	<10.	<4.15%.	<10.	<8.85%.	<10.	<19.61%.
Any other white background.	23.	9.5%.	<10.	<8.85%.	<10.	<19.61%.
Mixed.	<10.	<4.15%.	0.	0.0%.	0.	0.0%.
Asian Indian.	0.	0.0%.	0.	0.0%.	0.	0.0%.
Asian Pakistani.	<10.	<4.15%.	<10.	<8.85%.	<10.	<19.61%.
Asian Bangladeshi.	0.	0.0%.	0.	0.0%.	0.	0.0%.
Asian Chinese.	0.	0.0%.	0.	0.0%.	0.	0.0%.
Any other Asian background.	0.	0.0%.	0.	0.0%.	0.	0.0%.
African.	0.	0.0%.	0.	0.0%.	0.	0.0%.
Caribbean.	0.	0.0%.	0.	0.0%.	0.	0.0%.
Black.	0	0.0%.	0	0.0%.	0.	0.0%.
Other ethnic background.	<10.	<4.15%.	<10.	<8.85%.	0.	0.0%.
Prefer not to say.	<10.	<4.15%.	<10.	<8.85%.	0.	0.0%.
Information not recorded.	<10	<4.15%.	<10.	<8.85%.	<10.	<19.61%.

Recruitment – Teachers Annual Comparisons.						
Ethnic categories.	Applicants.		Shortlisted.		Appointed.	
	2016.	2015.	2016.	2015.	2016.	2015.
White Scottish.	49.8%.	57.36%.	60.2%.	65.63%.	62.7%.	65.31%.
White Other British.	31.5%.	21.83%.	20.4%.	20.31%.	25.5%.	20.41%.
White Irish.	<4.15%.	<5.08%.	<8.85%.	<7.81%.	<19.61%.	<20.41%.
Any other white background.	9.5%.	5.58%.	<8.85%.	<7.81%.	<19.61%.	<20.41%.
Mixed.	<4.15%.	0.00%.	0.0%.	0.00%.	0.0%.	0.00%.
Asian Indian.	0.0%.	<5.08%.	0.0%.	0.00%.	0.0%.	0.00%.
Asian Pakistani.	<4.15%.	<5.08%.	<8.85%.	<7.81%.	<19.61%.	0.00%.
Asian Bangladeshi.	0.0%.	0.00%.	0.0%.	0.00%.	0.0%.	0.00%.
Asian Chinese.	0.0%.	0.00%.	0.0%.	0.00%.	0.0%.	0.00%.
Any other Asian background.	0.0%.	<5.08%.	0.0%.	0.00%.	0.0%.	0.00%.
African.	0.0%.	0.00%.	0.0%.	0.00%.	0.0%.	0.00%.
Caribbean.	0.0%.	0.00%.	0.0%.	0.00%.	0.0%.	0.00%.
Black.	0.0%.	0.00%.	0.0%.	0.00%.	0.0%.	0.00%.
Other ethnic background.	<4.15%.	<5.08%.	<8.85%.	<7.81%.	0.0%.	<20.41%.
Prefer not to say.	<4.15%.	<5.08%.	<8.85%.	<7.81%.	0.0%.	<20.41%.
Information not provided.	<4.15%.	5.58%.	<8.85%.	<7.81%.	<19.61%.	<20.41%.

Promotions

The breakdown for Council staff and Teachers who were promoted cannot be published in full given the low numbers, but show that the largest group of staff being appointed to promoted posts was White Scottish for Council staff (69.5%) and Teachers (78.60%), which is reflective of the workforce.

Training

The figures for training show the ethnic breakdown of Council staff who completed training courses, including iLearn electronic training courses (not included in previous years), was as follows:

- White Scottish - 5706 (55%).
- White Other British - 1820 (17.06%).
- Any other White background including White Irish – 292 (2.8%)
- Mixed and Asian Indian – 38 (0.3%)

- Any other Asian background, Caribbean and Other ethnic background each contained less than 10 people.
- Prefer not to say - 210 (2%).
- Information not provided - 2221 (21.4%).

The figures for training show the ethnic breakdown of Council staff who completed training courses, including iLearn electronic training courses (not included in previous years), was as follows:

- White Scottish – 458 (50.6%)
- White Other British – 114 (12.6%)
- Any other White background including White Irish – 64 (7.1%)
- Mixed and Asian Pakistani each contained less than 10 people
- Prefer not to say – 17 (1.9%)
- Information not provided – 248 (27.4%)

Summary – Ethnicity

Staff in Post

- The biggest single group of staff in post are those with a White Scottish ethnicity totalling 47.4% of Council staff and 36.4% of Teachers.

Starters and Leavers

- 38.8% of starters and 24.4% of leavers among Council staff were White Scottish.
- The figures for Teachers showed the highest number in both the starters and leavers categories were White Scottish.

Applications

- Candidates with a White Scottish ethnicity were the biggest single group, submitting 53.3% of the Council applications and 49.8% 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.

Short listed candidates

- The highest group of candidates who were short listed were again in the White Scottish group with a figure of 56.4% for Council applicants and 60.2% for Teacher applicants.

Staff offered

- The largest group for staff offered is White Scottish at 50.8% for Council appointments and 62.7% of Teachers.
- There is a high degree of consistency between the numbers in each ethnic group applying for posts, and those being short listed and appointed which can be used as an indicator of fairness in recruitment and retention arrangements.

Promotions

- The largest group for staff being appointed to promoted posts was White Scottish for both Council appointments (69.5%) and Teachers (78.6%).

Training

- The largest group of staff who attended training courses was White Scottish for both Council staff (55%) and Teachers (50.6%).
- This year, figures for training courses include those courses access through iLearn, the electronic training platform, providing more accurate reporting on the number of training courses undertaken.

Disability

Census Information – Disability

% of population of Orkney with long-term activity limiting health problem or disability

- 1,678 7.86% — Day to day activities limited a lot
- 2,351 11.01% — Day to day activities limited a little
- 17,320 81.13% — Day to day activities not limited
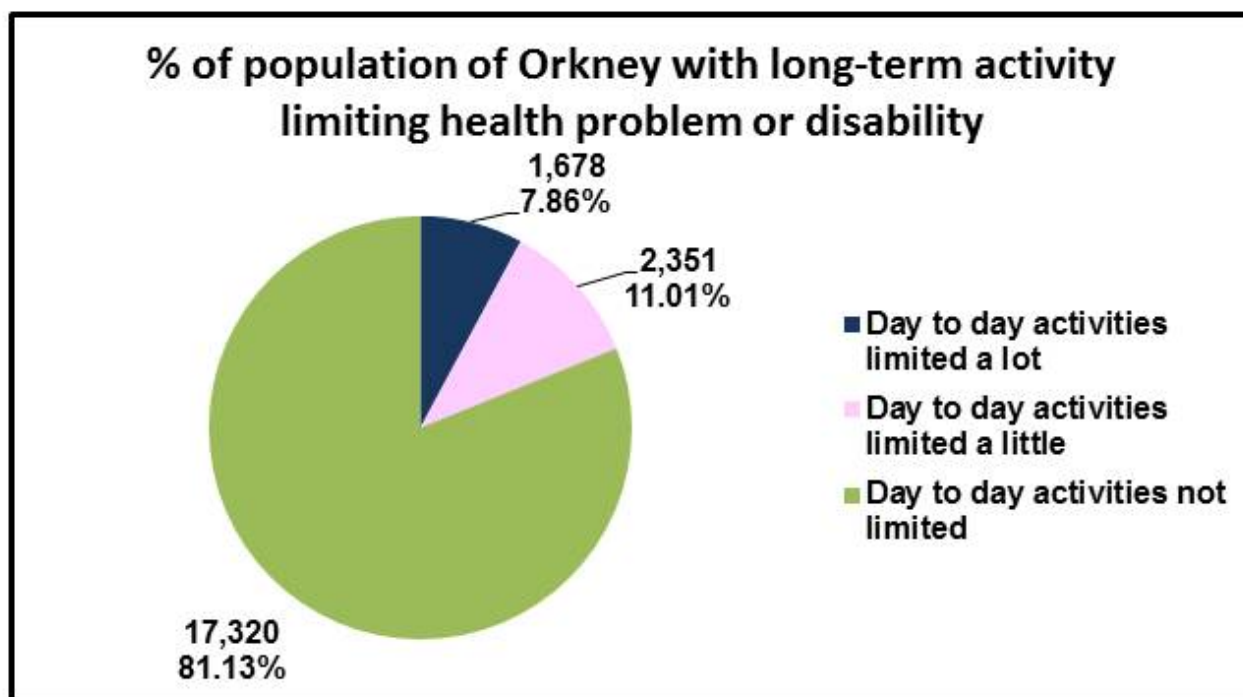
According to the 2011 Census, 7.86% of the population of Orkney indicated that their day to day activities were limited a lot and 11.01% stated their day to day activities were limited a little. 81.13% said their day to day activities were not limited due to a long-term health problem or disability.

Many disability organisations in Scotland now believe that, currently, approximately one in four 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. In 2017 we will be working towards the new Disability Confident Accreditation.

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

72 (3.10%) Council employees consider themselves to have a disability compared to 1,431 (61.65%) who do not.

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

Staff in Post - Council Annual Comparisons.				
People who consider themselves to have a disability.	2016.	2015.	2014.	2013.
Yes.	3.1%.	2.76%.	2.94%.	3.11%.
No.	61.65 %.	53.54 %.	50.11 %.	52.87 %.
Prefer not to say.	1.64%.	1.99%.	46.95 %.	44.03 %.
Information not recorded.	33.61 %.	41.71 %.		

The results for Teachers cannot be published in full given the low numbers but have been collated and analysed. 190 Teachers (52.05%) do not consider themselves to have a disability compared to the very small percentage who do. The percentage of Teachers who have indicated they have a disability in 2016 is less than that for Council staff, as was the case in 2015.

New starts and Leavers – Disability

Among Council staff, less than 20 new starts and less than 10 leavers indicated that they had a disability. Compared with 2015 there were more new starts and fewer 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 2015. 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 – Council.						
People who consider themselves to have a disability.	Applicants.		Shortlisted.		Offered.	
	Number.	% of total.	Number.	% of total.	Number.	% of total.
Yes.	106.	2.85%.	29.	2.22%.	11.	1.86%.
No.	3211.	86.46%.	1144.	87.60%.	451.	76.31%.
Prefer not to say.	72.	1.94%.	12.	0.92%.	<10.	<1.69%.
Information not recorded.	325.	8.75%.	121.	9.26%.	126.	21.32%.

Recruitment and Selection - Council Annual Comparisons						
People who consider themselves to have a disability.	Applicants.		Shortlisted.		Appointed.	
	2016.	2015.	2016.	2015.	2016.	2015.
Yes.	2.85%.	3.14%.	2.22%.	2.87%.	1.86%.	3.19%.
No.	86.46%.	86.04%.	87.60%.	86.21%.	76.31%.	84.57%.
Prefer not to say.	1.94%.	3.11%.	0.92%.	0.84%.	0.51%.	0.35%.
Information not recorded.	8.75%.	7.72%.	9.26%.	10.08%.	21.32%.	11.88%.

The percentage total for applicants declaring they have a disability is fairly similar to that of 2015. A lower proportion of applicants chose not to provide us with this information than in 2015 although a slightly higher proportion did not return the form.

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 less than 10 and was lower than the figure for 2015 of 11 (5.58%). The figures for those short listed and appointed are lower than 10 and are similar to the figures for 2015.

Promotions

The breakdown for Council staff and Teachers who were promoted and indicated that they have a disability cannot be published in full given the low numbers, but have been collected and analysed and appear proportionate.

Training

The figures for training showing the number of Council staff who completed training courses are as follows:

- Did not declare a disability - 7562 (72.93%).
- Indicated they had a disability - 391 (3.77%).
- Prefer not to say - 158 (1.52%).
- Information not recorded - 2258 (21.78%).

The figures for training showing the number of Teachers who completed training courses are as follows:

- Did not declare a disability - 617 (68.10%).
- Indicated they had a disability - 34 (3.75%).
- Prefer not to say – less than 10.
- Information not recorded - 251 (27.70%).

Summary – Disability

Staff in Post

- 3.1% of staff indicated they have a disability.

Starters and Leavers

- Fewer than 20 new starts and fewer than 10 leavers indicated that they have a disability. A large number chose not to provide this information.

Applications

- 2.85% of candidates indicated they have a disability.

Short listed candidates

- 2.22% of candidates who were called for interview indicated they have a disability.

Staff offered during 2016

- 1.86% of applicants appointed indicated they have a disability.

Promotions

- The figures cannot be published given the low numbers but appear proportionate.

Training

- 3.77% of Council staff who completed training courses indicated they had a disability.
- 3.75% of Teachers who completed training courses indicated they had a disability.

Religion or belief

Census Information – Religion or belief

Religion – 2011 Census Figures for Population of Orkney.		
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

Staff in Post – Council.		
Religion or belief.	Number.	% of workforce.
Christian - Church of Scotland.	577.	24.86%
Christian - Roman Catholic.	41.	1.77%
Other Christian.	148.	6.38%
Buddhist.	<10.	<0.43%
Hindu.	0.	0.00%
Jewish.	0.	0.00%
Muslim.	<10.	<0.43%
Sikh.	0.	0.00%
Pagan.	11.	0.47%
Other religion.	46.	1.98%
No religion or belief.	586.	25.25%
Prefer not to say.	132.	5.69%
Information not recorded.	775.	33.39%

Staff in Post – Council.		
Staff in Post – Teachers		
Religion or belief.	Number.	% of workforce.
Christian - Church of Scotland.	61.	16.71%.
Christian - Roman Catholic.	13.	3.56%.
Other Christian.	35.	9.59%.
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 or belief.	60.	16.44%.
Prefer not to say.	21..	5.75%.
Information not provided.	167	45.75%.

Staff in Post - Comparisons with Census.			
Religion or belief.	Census.	Non-teaching.	Teachers.
Church of Scotland.	40.37%.	24.86%.	16.71%.
Roman Catholic.	2.84%.	1.77%.	3.56%.
Other Christian.	7.58%.	6.38%.	9.59%.
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.	0.47%.	<2.74%.
Other religion.	0.61%.	1.98%.	<2.74%.
No religion or belief.	39.17%.	25.25%.	16.44%.
Prefer not to say.	9.03%.	5.69%.	5.75%.
Information not recorded.		33.39%.	45.75%.

Staff in Post - Council Annual Comparisons.				
Religion or belief.	2016.	2015.	2014.	2013.
Christian - Church of Scotland.	24.86%.	22.50%.	21.05%.	22.10%.
Christian - Roman Catholic.	1.77%.	1.38%.	1.12%.	1.27%.
Other Christian.	6.38%.	5.18%.	4.93%.	5.34%.
Buddhist.	<0.43%.	<0.43%.	<0.43%.	<0.44%.
Hindu.	0.00%.	0.00%.	0.00%.	0.00%.
Jewish.	0.00%.	<0.43%.	0.00%.	0.00%.
Muslim.	<0.43%.	<0.43%.	<0.43%.	<0.44%.
Sikh.	0.00%.	0.00%.	0.00%.	0.00%.
Pagan.	0.47%.	<0.43%.	0.48%.	<0.44%.
Other religion.	1.98%.	1.08%.	1.08%.	1.23%.
No religion or belief.	25.25%.	21.76%.	20.36%.	20.96%.
Prefer not to say.	5.69%.	6.09%.	50.80%.	48.36%.
Information not recorded.	33.39%.	41.36%.		

Staff in Post – Teachers Annual Comparisons.				
Religion or belief.	2016.	2015.	2014.	2013.
Christian - Church of Scotland.	16.71%.	15.51%.	16.16%.	17.50%.
Christian - Roman Catholic.	3.56%.	3.32%.	<2.74%.	1.27%.
Other Christian.	9.59%.	8.31%.	7.67%.	7.78%.
Buddhist.	0.00%.	0.00%.	0.00%.	<0.44%.
Hindu.	0.00%.	0.00%.	0.00%.	0.00%.
Jewish.	0.00%.	0.00%.	0.00%.	0.00%.
Muslim.	0.00%.	0.00%.	0.00%.	<0.44%.
Sikh.	0.00%.	0.00%.	0.00%.	0.00%.
Pagan.	0.27%.	<2.77%.	<2.74%.	<0.44%.
Other religion.	1.92%.	<2.77%.	<2.74%.	1.67%.
No religion or belief.	16.44%.	17.45%.	16.16%.	15.56%.
Prefer not to say.	5.75%.	6.65%.	55.89%.	54.17%.
Information not recorded.	45.75%.	46.54%.		

New starts and Leavers – Religion or belief

New Starts – Council.		
Religion or belief.	Number.	% of total.
Christian - Church of Scotland.	37.	14.3%.
Christian - Roman Catholic.	<10.	<3.88%.
Other Christian.	17.	6.6%.
Buddhist.	<10.	<3.88%.
Hindu.	0.	0.0%.
Jewish.	0.	0.0%.
Muslim.	<10.	<3.88%.
Sikh.	0.	0.0%.
Pagan.	0.	0.0%.
Other religion.	<10.	<3.88%.
No religion or belief.	79.	30.6%.
Prefer not say.	11.	4.3%.
Information not recorded.	96.	37.2%.

New Starts – Council Annual Comparisons			
Religion or belief.	2016.	2015.	2014.
Christian - Church of Scotland.	.	14.78%.	7.18%.
Christian - Roman Catholic.	<3.88%.	<3.44%.	<2.87%.
Other Christian.	6.6%.	<3.44%.	<2.87%.
Buddhist.	<3.88%.	0.00%.	0.00%.
Hindu.	0.0%.	0.00%.	0.00%.
Jewish.	0.0%.	<3.44%.	0.00%.
Muslim.	<3.88%.	0.00%.	0.00%.
Sikh.	0.0%.	0.00%.	0.00%.
Pagan.	0.0%.	<3.44%.	<2.87%.
Other religion.	<3.88%.	<3.44%.	0.00%.
No religion or belief.	30.6%.	22.34%.	13.22%.
Prefer not say.	4.3%.	<3.44%.	
No response.	37.2%.	53.61%.	75.00%.

Leavers – Council.		
Religion or belief.	Number.	% of total.
Christian – Church of Scotland.	45.	15.90%.
Christian - Roman Catholic.	<10.	<3.53%.
Other Christian.	11.	3.89%.
Buddhist.	0.	0.00%.
Hindu.	0.	0.00%.
Jewish.	<10.	<3.53%.
Muslim.	0.	0.00%.
Sikh.	0.	0.00%.
Pagan.	0.	0.00%.
Other religion.	<10.	<3.53%.
No religion or belief.	50.	17.67%.
Prefer not to say.	10.	3.53%.
Information not recorded.	158.	55.83%.

Leavers – Council Annual Comparisons			
Religion or belief.	2016.	2015.	2014.
Christian - Church of Scotland.	.	13.13%.	14.70%.
Christian - Roman Catholic.	<3.53%.	<3.37%.	<3.19%.
Other Christian.	3.89%.	5.05%.	6.39%.
Buddhist.	0.00%.	0.00%.	<3.19%.
Hindu.	0.00%.	0.00%.	0.00%.
Jewish.	<3.53%.	0.00%.	0.00%.
Muslim.	0.00%.	0.00%.	0.00%.
Sikh.	0.00%.	0.00%.	0.00%.
Pagan.	0.00%.	<3.37%.	0.00%.
Other religion.	<3.53%.	<3.37%.	<3.19%.
No religion or belief.	17.67%.	22.90%.	21.09%.
Prefer not say.	3.53%.	4.38%.	53.35%.
No response.	55.83%.	50.84%.	

Leavers – Council Annual Comparisons		
New Starts and Leavers Council Comparisons		
Religion or belief.	New Starts.	Leavers.
Christian - Church of Scotland.	14.3%.	15.90%.
Christian - Roman Catholic.	<3.88%.	<3.53%.
Other Christian.	6.6%.	3.89%.
Buddhist.	<3.88%.	0.00%.
Hindu.	0.0%.	0.00%.
Jewish.	0.0%.	<3.53%.
Muslim.	<3.88%.	0.00%.
Sikh.	0.0%.	0.00%.
Pagan.	0.0%.	0.00%.
Other religion.	<3.88%.	<3.53%.
No religion or belief.	30.6%.	17.67%.
Prefer not to say.	4.3%.	3.53%.
Information not recorded.	37.2%.	55.83%.

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 the largest group of new starts to be those with no religion at 19.5% followed by Christian Church of Scotland at 9.52%. In 2015 the largest group of Teaching new starts were those identifying no religion (22.58%) followed closely by Roman Catholic (19.35%)

The two largest groups of leavers are those with No religion or belief at 27.12% and Christian Church of Scotland at 8.47%. Although the number of those who failed to disclose this information is still high at 58.73% for new starts and 50.85% for leavers they are considerably better than the 2014 figures of 78.18% and 70.73% respectively and the Council still holds this as a priority for the forthcoming year.

Recruitment – Religion or belief

Recruitment – Council.						
Religion or belief.	Applicants.		Shortlisted.		Offered.	
	Number.	% of total.	Number.	% of total.	Number.	% of total.
Christian - Church of Scotland.	576.	15.51%.	241.	18.45%.	122.	20.64%.
Christian - Roman Catholic.	168.	4.52%.	52.	3.98%.	23.	3.89%.
Other Christian.	482.	12.98%.	161.	12.33%.	50.	8.46%.
Buddhist.	10.	0.27%.	<10.	<0.77%.	0.	0.00%.
Hindu.	<10.	<0.27%.	0.	0.00%.	0.	0.00%.
Jewish.	<10.	<0.27%.	<10.	<0.77%.	0.	0.00%.
Muslim.	16.	0.43%.	<10.	<0.77%.	<10.	<1.69%.
Sikh.	0.	0.00%.	0.	0.00%.	0.	0.00%.
Pagan.	10.	0.27%.	<10.	<0.77%.	0.	0.00%.
Other.	60.	1.62%.	21.	1.61%.	10.	1.69%.
No religion or belief.	1668.	44.91%.	593.	45.41%.	220.	37.23%.
Prefer not to say.	344.	9.26%.	100.	7.66%.	34.	5.75%.
Information not recorded.	374.	10.07%.	128.	9.80%.	130.	22.00%.

Recruitment – Teachers.						
Religion or belief.	Applicants.		Shortlisted.		Offered.	
	Number.	% of total.	Number.	% of total.	Number.	% of total.
Christian - Church of Scotland.	47.	19.50%.	24.	21.24%.	15	29.41%.
Christian - Roman Catholic.	14.	5.81%.	<10.	<8.85%.	<10	<19.60%.
Other Christian.	50.	20.75%.	20.	17.70%.	<10.	<19.60%.
Buddhist.	0.	0.00%.	0.	0.00%.	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.	15.	6.22%.	<10.	<8.85%.	<10.	<19.60%.
No religion or belief.	76	31.54%.	38.	33.63%.	12.	23.53%.
Prefer not to say.	35	14.52%.	17.	15.04%.	<10.	<19.60%.
Information not recorded.	<10.	<4.15%.	<10.	<8.85%.	<10.	<19.60%.

Recruitment - Council Annual Comparisons.						
Religion or belief.	Applicants.		Shortlisted.		Appointed.	
	2016.	2015.	2016.	2015.	2016.	2015.
Christian - Church of Scotland.	15.51%.	15.93%.	18.45%.	20.71%.	20.64%.	24.11%.
Christian - Roman Catholic.	4.52%.	5.11%.	3.98%.	3.43%.	3.89%.	2.84%.
Other Christian.	12.98%.	10.37%.	12.33%.	10.57%.	8.46%.	9.04%.
Buddhist.	0.27%.	0.31%.	<0.77%.	<0.70%.	0.00%.	<1.77%.
Hindu.	<0.27%.	<0.31%.	0.00%.	0.00%.	0.00%.	0.00%.
Jewish.	<0.27%.	<0.31%.	<0.77%.	0.00%.	0.00%.	0.00%.
Muslim.	<0.27%.	<0.31%.	<0.77%.	0.00%.	<1.69%.	0.00%.
Sikh.	0.00%.	<0.31%.	0.00%.	0.00%.	0.00%.	0.00%.
Pagan.	0.27%.	<0.31%.	<0.77%.	<0.70%.	0.00%.	<1.77%.
Other.	1.62%.	1.26%.	1.61%.	<0.70%.	1.69%.	<1.77%.
No religion or belief.	44.91%.	42.85%.	45.41%.	42.06%.	37.23%.	40.07%.
Prefer not to say.	9.26%.	13.47%.	7.66%.	9.73%.	5.75%.	8.69%.
Information not provided.	10.07%.	9.57%.	9.80%.	11.83%.	22.00%.	14.01%.

Recruitment – Teachers Annual Comparisons.						
Religion or belief.	Applicants.		Shortlisted.		Appointed.	
	2016.	2015.	2016.	2015.	2016.	2015.
Christian - Church of Scotland.	19.50%.	20.30%.	21.24%.	18.75%.	29.41%.	18.37%.
Christian - Roman Catholic.	5.81%.	8.63%.	<8.85%.	<7.81%.	<19.61%.	<20.41%.
Other Christian.	20.75%.	24.37%.	17.70%.	22.66%.	<19.61%.	28.57%.
Buddhist.	0.00%.	<5.08%.	0.00%.	<7.81%.	0.00%.	0.00%.
Hindu.	0.00%.	0.00%.	0.00%.	0.00%.	0.00%.	0.00%.
Jewish.	0.00%.	0.00%.	0.00%.	0.00%.	0.00%.	0.00%.
Muslim.	0.00%.	<5.08%.	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.	6.22%.	<5.08%.	<8.85%.	<7.81%.	<19.61%.	0.00%.
No religion or belief.	31.54%.	22.34%.	33.63%.	31.25%.	23.53%.	32.65%.
Prefer not to say.	14.52%.	11.68%.	15.04%.	11.72%.	<19.61%.	<20.41%.
Information not provided.	<4.14%.	8.12%.	<8.85%.	7.81%.	<19.61%.	<20.41%.

Promotions

The largest group of staff being appointed to promoted posts in the Council was for those with No religion or belief (44.07%) closely followed by Christian Church of Scotland (32.2%).

Those with no religion or belief was the highest group for Teacher promotions at 42.86%, followed by Christian Church of Scotland (28.57%).

Training

Training – Council.		
Religion or belief.	Number.	% of total.
Christian - Church of Scotland.	2911.	28.07%.
Christian - Roman Catholic.	253.	2.44%.
Other Christian.	726.	7.00%.
Buddhist.	<10.	<0.10%.
Hindu.	0.	0.00%.
Jewish.	<10.	<0.10%.
Muslim.	<10.	<0.10%.
Sikh.	0.	0.00%.
Pagan.	36.	0.35%.
Other religion.	248.	2.39%.
No religion or belief.	3218.	31.03%.
Prefer not to say.	746.	7.19%.
Information not recorded.	2223.	21.44%.

The figures for Teachers are too low to be published but have been analysed and are proportionate to the figures for staff in post.

Summary – Religion or Belief

Staff in Post

- Those who have No religion or belief make up the largest proportion of Council employees (25.25%) closely followed Christian Church of Scotland (24.86%).
- The largest groups for Teachers are Christian Church of Scotland (16.71%) and those who have indicated that they have No religion or belief (16.44%).

Starters and Leavers

- The highest group of new start Council staff at 30.6% is those who have No religion or belief; this is also the highest group of leavers at 17.67%.
- The figures for new start Teachers show those with No religion to be the largest group (19.05%). The largest group of leavers is those with No religion at 27.12%.

Applications, short listed and offered posts

- The largest group of applicants for Council posts have No religion or belief (44.91%). This is also the largest group of those short listed (45.41%) and those offered posts (37.23%).
- The largest group of applicants for Teaching posts is those with No religion or belief (31.54%). The largest group of those short listed (33.63%) have No religion or belief and the largest group of those offered posts (29.41%) identify as Christian Church of Scotland.

Promotions

- The largest group of Council staff who were appointed to promoted posts was those with No religion or belief (44.07%).
- The largest group for promoted posts for Teachers was those with No religion or belief (42.86%).

Training

- 31.03% of Council staff who completed training courses had no religion or belief, closely followed by those who were Christian Church of Scotland, (28.07%).
- The two largest groups of Teaching staff who complete training courses were Christian Church of Scotland and those with No religion or belief at 26.71% and 26.16% respectively.

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 currently.

The staffing figures in respect of sexual orientation have been collected and analysed but could not be published in full 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.

Staff in post data shows that 60.66% of Council staff are Heterosexual, 4.95% preferred not to say (lower than results for 2015) and there was no information recorded for 33.48%. The remainder was split between Gay, Lesbian, Bisexual, and Other Sexual Orientation.

The figures for Teachers show 47.67% are Heterosexual. These figures have to be read in the context that large numbers chose not to respond to this question (45.48%).

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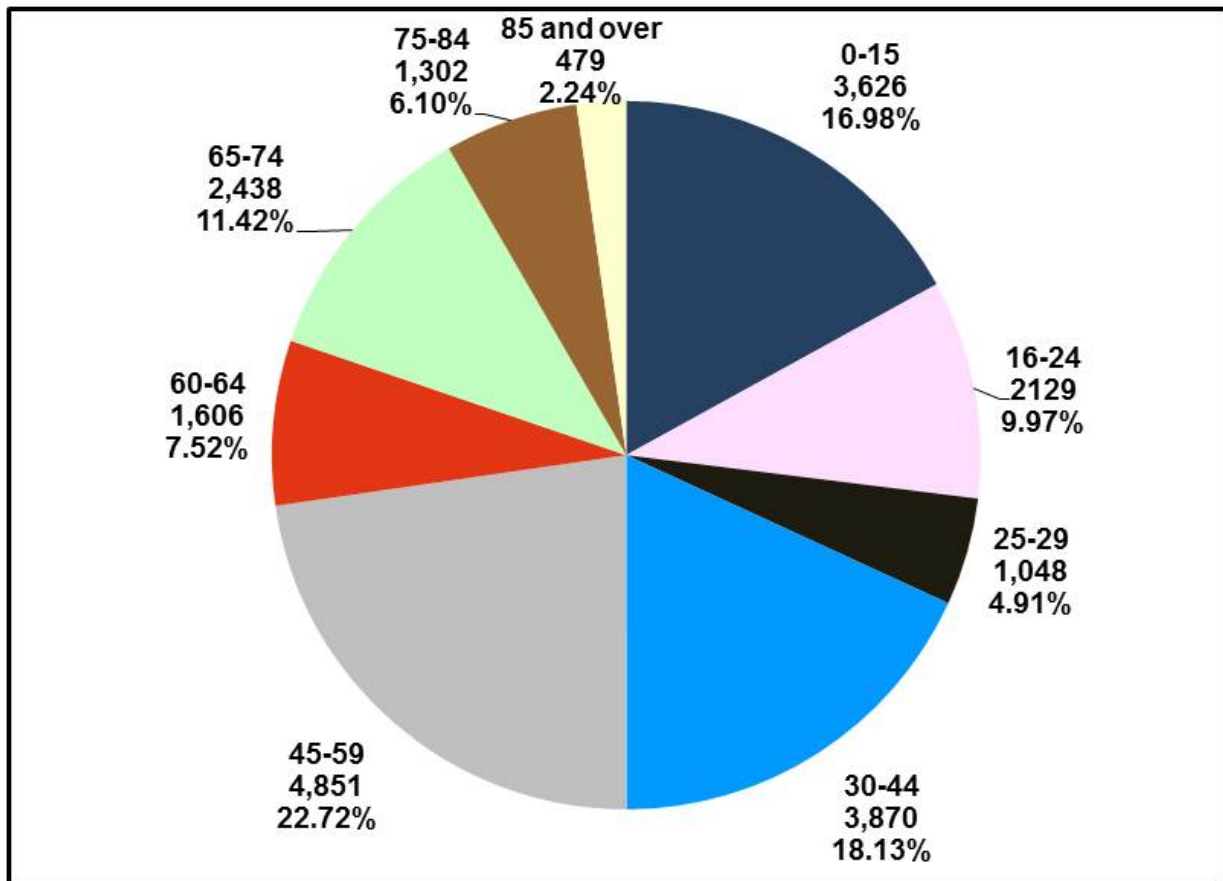
It can be seen that 27.28% of the population is 60 years of age or older, while the numbers in the age group 0 to 15 comprise 16.98% of the population. This suggests that Orkney has an ageing population.

Figures released during 2013 from the 2011 Census results (Reference 4) show some dramatic changes since 2001 (Reference 5).

Population of Orkney.			
	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 2012 - 2014 there was a net inflow of 84 people into Orkney per year, with 751 people arriving and 665 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 continue to offer work experience placements, modern apprenticeships and graduate traineeships each year. This will advance equality of opportunity by providing work opportunities at the Council for young people.

Staff in post – Age

Council

There are no sections for 'Prefer not to say' or 'No response' in the data taken from the Resource Link HR System. For these figures 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.	<10.	<0.43%.	0.	0.00%.
19 to 24.	178.	7.67%.	19.	5.21%.
25 to 34.	295.	12.71%.	65.	17.81%.
35 to 44.	434.	18.70%.	91.	24.93%.
45 to 54.	724.	31.19%.	100.	27.40%.
55 to 64.	554.	23.87%.	75.	20.55%.
65+.	127.	5.47%.	15.	4.11%.

Staff in Post - Annual Comparisons				
	Council.		Teachers.	
Age.	2016	2015.	2016	2015.
0 to 18.	8.06%.	8.99%.	0.00%.	0.00%.
19 to 24.			5.21%.	5.82%.
25 to 34.	12.71%.	12.26%.	17.81%.	18.01%.
35 to 44.	18.70%.	19.00%.	24.93%.	24.38%.
45 to 54.	31.19%.	31.95%.	27.40%.	26.04%.
55 to 64.	23.87%.	22.28%.	20.55%.	22.16%.
65+.	5.47%.	5.53%.	4.11%.	3.60%.

In figures for Council staff the age groups 0 to 18 and 19 to 24 have been amalgamated because of low figures in the 0 to 18 age group.

'Summary Statistics for Schools in Scotland, No 7: 2016 Edition' published by the Scottish Government in December 2016 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 for 2004 shows a peak around age 50. However, in 2016 the age profile is relatively flat between age 23 (when most teachers qualify) and late fifties (when most teachers retire).
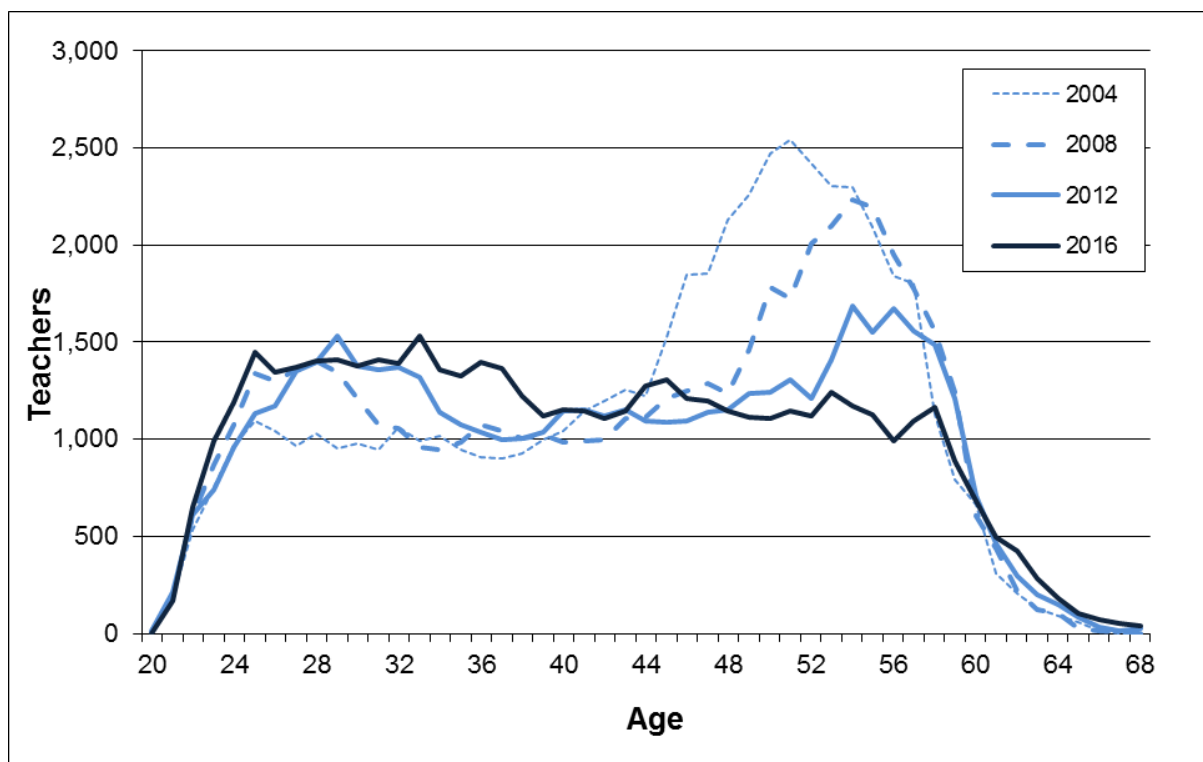
It is interesting to note that in the results of the survey on the Attitudes to Discrimination and Positive Action published by Orkney Equality Forum in 2013 (Reference 6), although 67.8% of people thought it was wrong to make someone retire because they had reached a certain age, 38.4% felt that someone aged 70 was unsuitable to be a primary school teacher.

New Starts and Leavers – Age

New Starts and Leavers – Council.				
Age.	New Starts.		Leavers.	
	Number.	%.	Number.	%.
18 and under.	11.	4.26%.	<10.	<3.53%.
19 to 24.	38.	14.73%.	48.	16.96%.
25 to 34.	61.	23.64%.	49.	17.31%.
35 to 44.	53.	20.54%.	39.	13.78%.
45 to 54.	53.	20.54%.	51.	18.02%.
55 to 64.	39.	15.12%.	38.	13.43%.
65+.	<10.	<3.88%.	54.	19.08%.

New Starts and Leavers – Council Annual Comparisons.				
Age.	New Starts.		Leavers.	
	2016.	2015.	2016.	2015.
24 and under.	23.64%.	23.02%.	18.37%.	15.49%.
25 to 34.	20.54%.	18.56%.	17.31%.	22.22%.
35 to 44.	20.54%.	23.02%.	13.78%.	11.45%.
45 to 54.	15.12%.	19.93%.	18.02%.	21.55%.
55 to 64.	1.16%.	12.03%.	13.43%.	16.16%.
65+.	23.64%.	3.44%.	19.08%.	13.13%.

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 (28.57%), followed closely by the 19 to 24 age group (23.81%). The lowest number of new start Teachers was in the 55 and over age group (9.52%). The highest number of leavers was in the 55 and over age group (32.20%), followed closely by the 25 to 34 age group (25.42%).

Recruitment – Age

Recruitment – Council						
Age.	Applicants.		Short listed.		Offered.	
	Number.	% of total.	Number.	% of total.	Number.	% of total.
0 to 18.	80.	2.15%.	35.	2.68%.	15.	2.54%.
19 to 24.	548.	14.75%.	198.	15.16%.	75.	12.69%.
25 to 34.	818.	22.02%.	286.	21.90%.	111.	18.78%.
35 to 44.	686.	18.47%.	271.	20.75%.	110.	18.61%.
45 to 54.	882.	23.75%.	261.	19.98%.	106.	17.94%.
55 to 64.	319.	8.59%.	125.	9.57%.	41.	6.94%.
65+.	14.	0.38%.	<10.	<0.84%.	<10.	<2.15%.
Prefer not to say.	49.	1.32%.	<10.	<0.84%.	<10.	<2.15%.
Information not recorded.	318.	8.56%.	120.	9.19%.	126.	21.32%.

Recruitment – Council						
Recruitment – Teachers						
Age.	Applicants.		Short listed.		Offered.	
	Number.	% of total.	Number.	% of total.	Number.	% of total.
24 and under.	21.	8.71%.	<10.	<8.85%.	<10.	<19.61%.
25 to 34.	60.	24.90%.	33.	29.20%.	10.	19.61%.
35 to 44.	60.	24.90%.	34.	30.09%.	17.	33.33%.
45 to 54.	69.	28.63%.	27.	23.89%.	14.	27.45%.
55 to 64.	28.	11.62%.	12.	10.62%.	<10.	<19.61%.
65+.	0.	0.00%.	0.	0.00%.	0.	0.00%.
Prefer not to say.	<10.	<4.15%.	1.	0.88%.	<10.	<19.61%.
Information not provided.	<10.	<4.15%.	0.	0.00%.	0.	0.00%.

The recruitment figures for 2015 were collated and analysed and showed that, for Council staff, the largest numbers of applicants, short listed and offered posts were divided fairly evenly between the age groups under 55, which is consistent with the figures for 2016.

The figures for Teachers for 2015 showed the largest numbers of applicants, short listed and offered posts are fairly evenly spread between the 25 to 34, 35 to 44 and 45 to 54 age groups

Promotions

The number of staff being appointed to promoted posts was fairly evenly spread between those in the 35 to 44 age group (28.81%), the 45 to 54 age group (25.42%) and the 25 to 34 age group (20.34%).

For Teachers the figures are too low to publish but showed the largest group of promotions in the 35 to 44 age group. In contrast, the 2015 figures showed the largest group of promotions in the 45 to 54 age group and a fairly even distribution of promotions between the 25 to 34, 35 to 44 age groups.

Training

Training – Council		
Age.	Number.	% of total.
18 and under.	173.	1.67%.
19 to 24.	733.	7.07%.
25 to 34.	1836.	17.71%.
35 to 44.	2048.	19.75%.
45 to 54.	3241.	31.26%.
55 to 64.	2034.	19.62%.
65+.	304.	2.93%.
Training – Teachers		
Age.	Number.	%. of total.
24 and under.	30.	3.31%.
25 to 34.	163.	17.99%.
35 to 44.	290.	32.01%.
45 to 54.	220.	24.28%.
55 to 64.	202.	22.30%.
65+.	<10.	<1.55%.

Summary – Age

Staff in Post

- The largest single group of Council staff in post and Teachers are those in the 45 to 54 age group at 31.19% and 27.40% respectively.

Starters and Leavers

- Among Council staff, the largest number of starters (23.64%) was in the 25 to 34 age group, closely followed by the 34 to 44 and 45 to 54 age groups which were both at 20.54%.
- The number of leavers was evenly distributed across the age groups with the exception of those 18 and under.
- The figures for Teachers showed that the number of starters was well distributed across the age groups 19 to 24, 25 to 34, 35 to 44 and 45 to 50.
- The highest number of leavers for Teachers was in the 55 to 64 age group (32.2%), followed by the 25 to 34 age group (25.42%).

Applications, short listed and offered

- The figures for recruitment and selection show that for Council staff the numbers of applicants, short listed and offered posts are divided fairly evenly between the age groups that are under 55 which is consistent with the figures from 2015.

- For Teachers the numbers of applicants, short listed and offered posts are fairly evenly spread between the 25 to 34, 35 to 44 and 45 to 54 age groups.

Promotions

- The number of staff being appointed to promoted posts for the Council was evenly spread between the 25 to 34, 35 to 44 and 45 to 55 age groups.
- The largest group of staff being appointed to promoted posts was those in the 35 to 44 age group for Teachers.

Training

- The largest group of Council staff who completed training courses are in the 45 to 54 age group.
- The figures for Teachers are proportionate to staff in post across the age groups.

Pregnancy and maternity

The National Records of Scotland Demographic Factsheet (Reference 3) shows 181 births were registered in Orkney in 2014.

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

Between 2014 and 2015 Orkney Islands experienced a 5.5 per cent increase in the number of births, rising from 181 in 2014, to 191 in 2015. The number of births in Scotland fell by 2.9 per cent.

Between 2014 and Fertility in Orkney Islands increased from 50.9 births per 1,000 women aged 15 to 44 in 2014, to 54.3 in 2015. For Scotland as a whole, the general fertility rate decreased from 54.7 births per 1,000 women aged 15 to 44 in 2014, to 53.2 in 2015.

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 eleventh 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 2016, 49 women started maternity leave.
- 60 women were due to return from maternity leave.
- Out of that 60, fewer than 10 chose not to come back and no flexible working requests were made when returning from leave.
- Fewer than 10 staff formally reserved their position on returning to work.
- Fewer than 10 men took paternity leave during 2016.
- Fewer than 10 employees took shared parental leave during 2016.
- There were no staff that started adoption leave during 2016.

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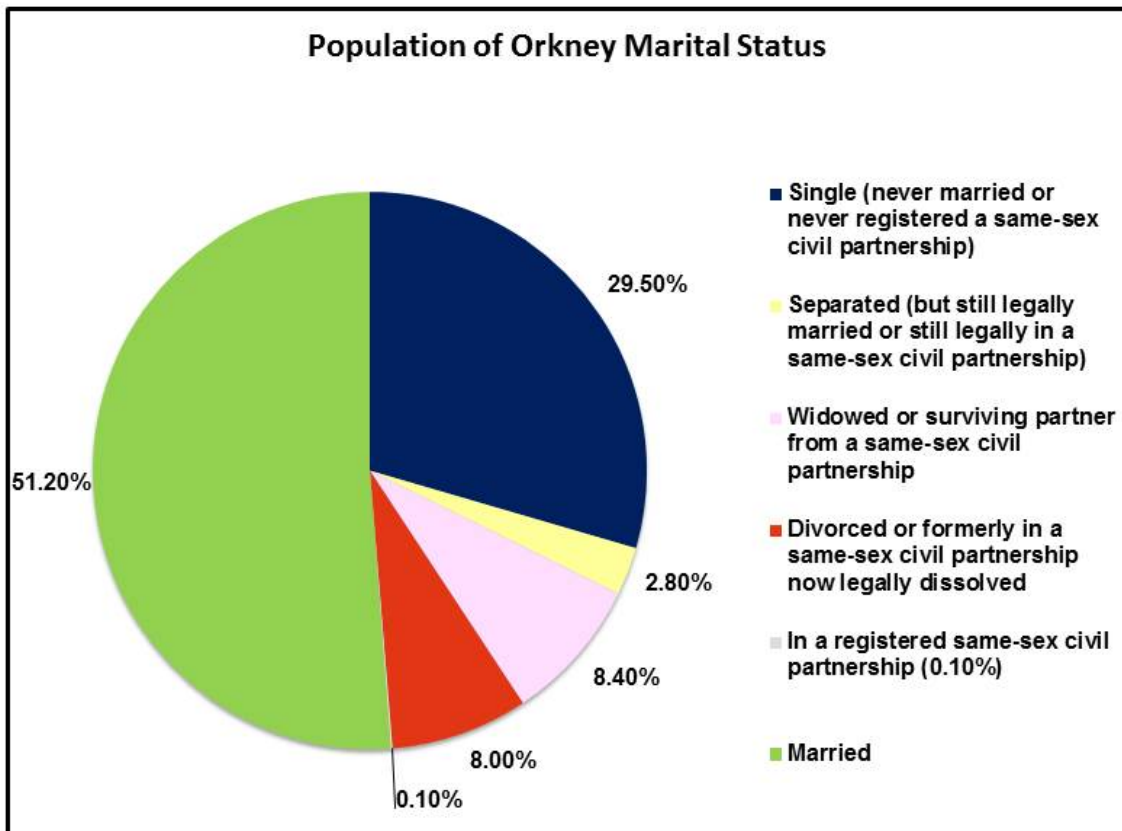
Marriage and civil partnership

The National Records of Scotland Demographic Factsheet (Reference 3) shows that there were 114 marriages in Orkney in 2015, an increase of 11.8% from 2014. Of those getting married in 2015, 38.6% were aged 25-34. In Scotland as a whole 47.5% of marriages were in this age group. Since 2005 the number of marriages in Orkney has fallen by 3.4%. Scotland has seen an increase during the same period of time. The following table shows the number of people marrying in Orkney Islands and Scotland by 10-year age group for 2015:

Marriage comparison by age for Orkney and Scotland 2015				
Age group.	No. of people marrying in Orkney	No. of people marrying in Scotland.	% of people marrying in Orkney.	% of people marrying in Scotland.
16-24	31.	3,961.	13.8%.	6.7%.
25-34	88.	28,196.	38.6%.	47.5%.
35-44	25.	13,154.	22.8%.	22.2%.
45+	57.	14,071.	25.0%.	23.7%.
All ages	228.	59,382.	100%.	100%.

There was 1 civil partnership in Orkney in 2015.

Census Information – Marital Status

Population of Orkney Marital Status

29.50%

2.80%

8.40%

8.00%

0.10%

51.20%

- Single (never married or never registered a same-sex civil partnership)
- Separated (but still legally married or still legally in a same-sex civil partnership)
- Widowed or surviving partner from a same-sex civil partnership
- Divorced or formerly in a same-sex civil partnership now legally dissolved
- In a registered same-sex civil partnership (0.10%)
- Married

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 Council staff and Teachers.

Staff in Post – Marital Status.				
Marital Status.	Non-teaching.		Teachers.	
	Number.	%.	Number.	%.
Married / Civil Partnership.	901.	38.82%.	125.	34.25%.
Divorced.	56.	2.41%.	<10.	<2.74%.
Living with partner.	250.	10.77%.	23.	6.30%.
Staff in Post – Marital Status.	264.	11.37%.	32.	8.77%.
Widowed.	27.	1.16%.	<10.	<2.74%.
Separated.	32.	1.38%.	<10.	<2.74%.
Prefer not to say.	60.	2.59%.	<10.	<2.74%.
Information not recorded.	731.	31.50%.	168.	46.03%.

The figures for both Council staff and Teachers show the highest number of respondents are either married or in a civil partnership which reflects the figures for 2015 as well as the 2011 Census results for the population of Orkney.

New Starts and Leavers – Marital Status

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

The highest number of new starts for Council staff is those who are married or in a civil partnership (26.74%) with single people and those living with partner being the next largest groups at 15.12% and 14.34% respectively. The highest number of leavers for Council staff is those who are married or in a civil partnership (18.02%), closely followed by single people (15.55%).

The highest number of new start Teachers are married or in a civil partnership. The largest numbers of leavers are single or married or in a civil partnership.

Recruitment – Marital Status

Recruitment – Council.						
Marital Status.	Applicants.		Short listed.		Offered.	
	Number.	% of total.	Number.	% of total.	Number.	% of total.
Married / Civil Partnership.	1137.	30.61%.	436.	33.38%.	185.	31.30%.
Divorced.	156.	4.20%.	56.	4.29%.	27.	4.57%.
Living with partner.	530.	14.27%.	198.	15.16%.	90.	15.23%.
Single.	1330.	35.81%.	430.	32.92%.	138.	23.35%.
Widowed.	36.	0.97%.	12.	0.92%.	<10.	<1.69%.
Separated.	131.	3.53%.	35.	2.68%.	15.	2.54%.
Prefer not to say.	48.	1.29%.	18.	1.38%.	<10.	<1.69%.
Information not provided.	346.	9.32%.	121.	9.26%.	126.	21.32%.

Recruitment – Teachers.						
Marital Status.	Applicants.		Short listed.		Offered.	
	Number.	% of total.	Number.	% of total.	Number.	% of total.
Married / Civil Partnership.	103.	42.74%.	44.	38.94%.	33.	64.71%.
Divorced.	10.	4.15%.	<10.	<8.85%.	<10.	<19.61%.
Living with partner.	45.	18.67%.	26.	23.01%.	10.	19.61%.
Single.	64.	26.56%.	27.	23.89%.	<10.	<19.61%.
Widowed.	<10.	<4.15%.	0.	0.00%.	0.	0.00%.
Separated.	<10.	<4.15%.	<10.	<8.85%.	<10.	<19.61%.
Prefer not to say.	11.	4.56%.	<10.	<8.85%.	<10.	<19.61%.
No response.	<10.	<4.15%	0.	0.00%	0.	0.00%

Promotions – Marital Status

For Council staff the largest number of staff being appointed to promoted posts are married or in a civil partnership or single.

For Teachers, the largest group of staff being appointed to promoted posts are those who are married or in a civil partnership.

Training – Marital Status

For both Council staff and Teachers the largest group of staff who attended training courses is people who are married or in a civil partnership.

Summary – Marital Status

Staff in Post

- The largest single group of Council staff in post (38.82%) and Teachers (34.25%) are those who are married or in a civil partnership.

Starters and Leavers

- Among Council staff, the largest number of starters (26.74%) were those who are married or in a civil partnership. This is also the group with the largest number of leavers (18.02%).
- The figures for Teachers showed that the largest number of starters were those who are married or in a civil partnership (26.98%). The largest group of leavers were single (23.73%).

Applications, short listed and offered posts

- The largest group of applicants for Council posts was those who are single (35.81%) followed by people who are married or in a civil partnership (30.98%). The largest number of those short listed was people who are married or in a civil partnership (34.71%) followed by single people (31%). The group with the most people appointed are married or in a civil partnership (38.30%) followed by single people (28.01%).
- For Teaching posts, the largest group of applicants (40.10%), those short listed (36.72%) and appointed (38.78%) were married or in a civil partnership.

Promotions

- For both Council staff and Teachers the largest group of staff being appointed to promoted posts was those who are married or in a civil partnership.

Training

- For both Council staff and Teachers the largest group of staff who attended training courses is people who are married or in a 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 4):

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'.

Staff in post – Gender

Staff in Post – Gender.				
Gender.	Non-teaching.		Teachers.	
	Number.	%.	Number.	%.
Female.	1,595.	68.72%.	286.	78.36%.
Male.	726.	31.28%.	79.	21.64%.

Staff in Post – Gender Annual Comparison.				
Gender.	Non-teaching.		Teachers.	
	2016.	2015.	2016.	2015.
Female.	68.72%.	68.87%.	78.36%.	78.12%.
Male.	31.28%.	31.13%.	21.64%.	21.88%.

New Starts and Leavers – Gender

In 2016 the Council new starts and leavers were as follows:

- Female New Starts 180 (69.77%) Leavers 207 (73.14%).
- Male New Starts 78 (30.23%) Leavers 76 (26.86%).

The Teaching new starts and leavers were as follows:

- Female New Starts 51 (80.95%) Leavers 48 (81.36%).
- Male New Starts 12 (19.05%) Leavers 11 (18.64%).

New Starts and Leavers – Council Annual.				
Gender.	New Starts.		Leavers.	
	2016.	2015.	2016.	2015.
Female.	69.77%.	71.73%.	73.14%.	71.72%.
Male.	30.23%.	28.87%.	26.86%.	28.28%.

New Starts and Leavers – Teachers Annual Comparisons.				
Gender.	New Starts.		Leavers.	
	2016.	2015.	2016.	2015.
Female.	80.95%.	90.32%.	81.36%.	63.33%.
Male.	19.05%.	9.68%.	18.64%.	36.67%.

The figures for starters and leavers for Council employees are consistent and the gender profile of starters and leavers is broadly comparative to the workforce profile. For Teachers there is a difference between the starters and leavers in that slightly more male Teachers started than left which was different from 2015. With such small numbers it is difficult to draw any meaningful conclusions but this has been highlighted so that it can be monitored.

Recruitment – Gender

Recruitment – Council.						
Gender.	Applicants.		Shortlisted.		Offered.	
	Total.	% of total.	Total.	% of total.	Total.	% of total.
Female.	2152	57.94%.	842	64.47%.	352	59.56%.
Male.	1191	32.07%.	338	25.88%.	111	18.78%.

Fewer than 10 applicants gave their gender as Other and less than 0.5% preferred not to say. Fewer than 10 of those shortlisted gave their gender as Other and less than 0.5% preferred not to say. None of those appointed gave their gender as Other. A small number preferred not to say. There was no response at all from approximately 9% of applicants, 10% of those short listed and 21% of those offered roles.

Recruitment – Teachers.						
Gender.	Applicants.		Shortlisted.		Offered.	
	Total.	% of total.	Total.	% of total.	Total.	% of total.
Female.	171.	70.95%	76.	67.26%	35.	68.63%
Male.	68.	28.22%	36.	31.86%	16.	31.37%

There was no response at all from a small number of applicants, those short listed and those appointed.

These figures show that, for both Teachers and Council staff, more applications were received from females. The figures for Council employees 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. The figures for Teachers show a dip in the number of males appointed. With such low numbers it is difficult to draw any meaningful conclusions, but this has been highlighted so that it can be monitored.

Recruitment - Council Annual Comparisons.						
	Applicants.		Short Listed.		Appointed.	
Gender.	2016.	2015.	2016.	2015.	2016.	2015.
Female.	57.94%.	62.97%.	64.47%.	81.82%.	59.56%.	68.79%.
Male.	32.07%.	29.04%.	25.88%.	18.18%.	18.78%.	19.33%.

Recruitment - Teachers Annual Comparisons.						
	Applicants.		Short Listed.		Appointed.	
Gender.	2016.	2015.	2016.	2015.	2016.	2015.
Female.	70.95%.	65.99%.	67.26%.	54.72%.	68.63%.	79.59%.
Male.	28.22%.	29.44%.	31.86%.	45.28%.	31.37%.	18.37%.

Promotions – Gender

For the Council, of those appointed to promoted posts 79.66% were female. The figures for Teachers show that of those appointed to promoted posts 42.86% were female. While the figures for Council employees are proportionate to the workforce, those for Teachers are not. Given the low numbers it is difficult to draw meaningful conclusions from one year's figures, but this is being highlighted and will be monitored.

Training – Gender

Of those Council staff completing training courses 80.82% were female and 74.83% of Teachers completing training courses were female.

Gender Balance among Managers

The gender equalities Statutory Performance Indicator (SPI) on the top 5% of Council earners who are female is reported annually in the Annual Performance

Report and is published on the Scottish Local Government Benchmarking Framework website (Reference 7).

The gender equalities SPI is also included 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 March 2017:

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% = Green. 61% / 39% to 70% / 30% = Amber. 71% / 29% to 100% / 0% = Red.	Male = 62.8%. Female = 37.2%.	Male 71 employees. Female 42 employees.

The purpose of the performance indicator is to ensure that there are no barriers for females and these figures have gone from red to amber this year. The last annual equality report showed a snapshot as at 31 March 2016 when the figures were Male 71.6%, Female 28.4%. In accordance with Local Government Benchmark Framework Guidance Lecturers and Psychologists have been included in the calculations this year and will be in future reports.

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.

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 as well as the median average this year. Both the mean and median averages are useful indicators of gender inequalities in pay.

The median calculation is less affected by extreme values, such as a relatively small number of very high earners. It also gives a better indication of typical pay and inequalities experienced by the majority of women.

The mean calculation captures differences across the distribution. Where those on very high earnings are predominantly male, and those on very low earnings predominantly female, the mean gives a clearer understanding of gender differences in income.

In previous years we have reported on the mean average only and so these figures can be compared with the previous years' figures. In future years, we will be able to compare both mean and median figures.

Non-Education Authority 31 March 2017		
	Mean average hourly rate.	Gender Pay Gap.
Female.	£10.78.	14.63%.
Male.	£12.62.	

Non-Education Authority 31 March 2017		
	Median average hourly rate.	Gender Pay Gap.
Female.	£9.40.	9.90%.
Male.	£10.43.	

The 2017 gender pay gap has been reduced to 14.63% compared to 16.55% in 2015.

While the 14.63% 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.

Education Authority 31 March 2017		
	Mean average hourly rate.	Gender Pay Gap.
Female.	£20.02.	8.55%.
Male.	£21.89.	

The 2017 gender pay gap amongst teaching staff is higher than the 2014 figure of 4.91%.

The pay gap based on the mean average hourly rate has increased on the previous year which may be due to the lower percentage of female news starts and increase in female leavers for 2016. This will continue to be monitored to identify any developing trends.

Figures from the Annual Survey of Hours and Earnings published in 2016 shows a gender pay gap of 6.4% in favour of males for secondary education teaching professionals, based on calculations using median average hourly rates.

Education Authority 31 March 2017		
	Median average hourly rate.	Gender Pay Gap.
Female.	£19.65.	0.00%.
Male.	£19.65.	

Equal pay statement

Orkney Islands Council supports the principle of equal opportunities in employment to ensure that employees are not discriminated against irrespective of any of the protected characteristics under the Equality Act (2010).

We are committed to ensuring that our employees, regardless of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation, should receive equal pay for the same or broadly similar work, for work rated as equivalent and for work of equal value.

When new posts are created, or existing posts re-graded, it is the post that is graded, not the post holders. We are committed to the fundamental principle that procedures to determine the pay and conditions of employment of all our employees should not discriminate unlawfully and are free from bias. In order to achieve equitable pay, we will operate a pay system which is transparent and based on objective criteria.This will be achieved through application of the nationally agreed job evaluation scheme and relevant legislation. For Teachers we will comply with nationally agreed pay and conditions of service.

We continue to work with Trade Unions to maintain fair and non-discriminatory pay and progression systems which are understood and accepted by employees and by the managers who operate the system. All aspects of the pay package will be reviewed and monitored regularly to ensure it delivers equal pay. Any pay inequalities identified which cannot be justified will be eliminated.

Our objectives are to:

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

We are committed to equal pay in practice and will continue to:

- Review existing pay and conditions systems in operation and plan and implement appropriate actions in partnership with the recognised trade unions.
- Implement transparent pay and conditions packages ensuring relevant information is available to employees.

- Provide training and guidance for managers and supervisory staff involved in decisions about pay and benefits.
- Undertake regular monitoring to examine existing and future pay practices for all its employees.
- Respond to grievances on equal pay timeously, openly and fairly in accordance with our grievance procedure.

We continue to develop systems which will allow us to expand on the information published on occupational segregation and our policy on equal pay to improve our ability to identify and address any inequality as required by the specific duties.

Occupational Segregation

This section contains details of occupation segregation as at 31 March 2017. Occupational segregation is the concentration in particular grades and in particular occupations of certain groups of employees.

Gender Segregation by Service.												
	Corporate.		Chief Exec.		Development and Infrastructure.		Education, Leisure and Housing.		Orkney Health and Care.		All OIC.	
Grade.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
G-01.	17.	81.			1.		23.	32.		2	41.	115.
G-02.	5.	43.			12.		23.	78.	11	47.	51.	168.
G-03.	3.	20.		1.	20.	8	20.	125.	7.	26.	50.	180.
G-04.		9.	4.	16.	73.	18.	11.	43.	31.	230.	119.	316.
G-05.	1.	6.	3.	20.	27.	10.	15.	75.	3.	21.	49.	132.
G-06.	6.	3.		14.	20.	9.	15.	51.	6.	94.	47.	171.
G-07.		7.		11.	12.	6.	10.	40.	5.	14.	27.	78.
G-08.	3.	6.	1.	5.	23.	5.	11.	12.	3.	19.	41.	47.
G-09.	8.	5.	1.	3.	14.	7.	6.	7.	3.	4.	32.	26.
G-10.	5.	1.	1.	3.	12.	7.	2.	2.	4.	27.	24.	40.
G-11.	7.	8.	1.	2.	10.	1.	4.	5.	2.	8.	24.	24.
G12-G14.	2.	3.	5.		18.	2.	3.	1.	2.	3.	30.	9.
Chief Officials.	3.	2.	2.	1.	4.	1.	2.	1.		1.	11.	6.
Instructors.							3.	4.			3.	4.
Lecturers.							25.	28.			25.	28.
Other.					24.	2.	3.	4.			27.	6.

Gender Segregation by Service.												
(Depute) Head Teachers.							9.	13.			9.	13.
Teachers.							52.	247.			52.	247.
Grand Total.	60.	194.	18.	76.	270.	76.	237.	768.	77.	496.	662.	1610.

These figures differ marginally from the staff profile as relief workers are not included. In addition, some employees in this table have been counted more than once as they are multiple post holders. It is also worth noting that the figures this year are not directly comparable to the last occupational segregation report in 2013, as a number of council departments have moved directorate and data has also been included for Instructors, Lecturers, Head Teachers and Teachers.

There is evidence of occupational segregation along gender lines. The highest concentration of females is within Grade 4. This grade contains the traditionally female dominated roles such as Social Care Assistants and Home Care workers. Unlike some Councils OIC continues to retain lower-paid roles such as cleaning, which also has an impact on gender pay gap figures particularly when making comparisons with benchmark data.

Service.	% Female.	% Male.
Chief Executive. Communications. Democratic Services. Customer Services. Information Services. Committees. Finance and Pensions.	76.38%.	23.62%.
Corporate Services. HR and Performance. Legal Services. Building and Facilities. Estate Management. Catering and Cleaning. Health and Safety. Emergency Planning. Strategic Policy. Internal Audit. Registration. Procurement. IT and Support Services.	80.85%.	19.15%.

Service.	% Female.	% Male.
Development and Infrastructure. Transport and Amenities. Environmental Services. Engineering Services. Strategic Transportation. Marine Services. Quarry Staff. Road Operations Staff. Waste Operations. Environmental Health. Facilities. Building Standards. Strategic Development and Regeneration. Design. Development and Regeneration. Works and Inspection.	21.97%.	78.03%.
Education, Leisure and Housing. Education Support. Community Learning and Development. Housing and Homelessness. Libraries. Arts, Museums and Heritage. Orkney College. Sport and Leisure.	76.50%.	23.50%.
Instructors.	57.14%.	42.86%.
Lecturers.	52.83%.	47.17%.
Head (Depute) Teachers.	59.09%.	40.91%.
Teachers.	82.61%.	17.39%.
Orkney Health and Care. Children and Families. Directorate Support. All Age Learning Disabilities. Health and Community Care. Residential and Day Care	70.32%.	29.68%.

Service.	% Female.	% Male.
Services. Community Mental Health. Occupational Therapy. Home Carers.		
OIC Total.	70.86%.	29.14%.

Our workforce gender profile shows that, with the exception of Development and Infrastructure, the largest percentage of employees in each service are female. This Service contains the traditionally male populated roles such as road workers, waste operatives, quarries operatives and marine services.

Examples of roles undertaken at different grades are given below:

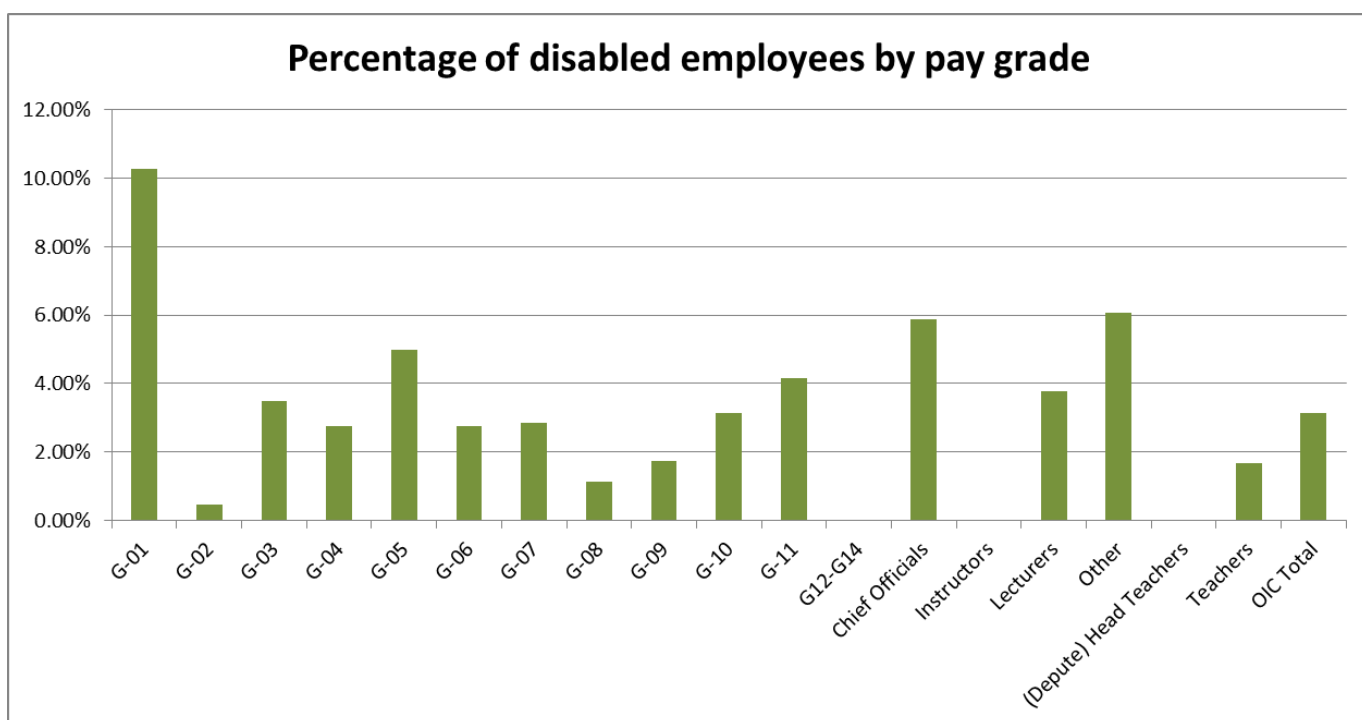| Pay Grade.	Example of role.
Grade 1.	• Cleaning Staff. • School Crossing Patrol Officers. • Laundry Domestics. • Leisure Attendants. • Dining Room Supervisors.
Grade 2.	• Janitorial Staff. • School Auxiliaries. • Kitchen Domestics. • Toothbrush supervisors. • Handymen. • Mobile Toilet Attendants.
Grade 3.	• Clerical Assistants. • Lifeguards. • Support for Learning Assistants. • Sheltered Housing Operatives. • Cooks. • Drivers. • Refuse Collectors. • Store Persons.

Pay Grade.	Example of role.
Grade 4.	• Airfield Coordinators. • Home Care workers. • Council Caretakers. • Social Care Assistants. • Mobile Library Drivers. • Support For Learning Assistants. • Mobile Community Responders. • Road Operatives. • Waste Disposal Operatives. • Pier masters. • Refuse Drivers. • Drivers. • Administrative Assistants. • Library Assistants.
Grade 5.	• Electrical Mechanical Technicians. • Early Year Workers. • Social Care Workers. • Senior Clerical Assistants. • Secretaries. • Classroom Assistants. • Head Cooks (Secondary Schools).
Grade 6.	• Community Learning Tutors. • Social Care Workers Qualified. • Housing Officers. • Early Years Workers. • Day Centre Officers. • House Parents. • Senior Clerical Assistants – Finance. • IT Technicians. • Forepersons. • School Technicians.
Grade 7.	• Assistant Planners. • Early Years Workers. • Roads Operations Technician. • Adult Basic Education Workers. • Qualified Day Centre Officers. • Senior Technician Schools. • Electrical/Mechanical Technicians. • Quarry Services Supervisor. • Personnel Support Officers. • Social Care Coordinators.

Pay Grade.	Example of role.
Grade 8.	• Senior Social Care Workers. • Senior Day Centre Officers. • Development Officers. • Planning Officers. • Clerk Of Works. • Marine Officers.
Grade 9.	• Accounting Officers. • Finance Officers. • Unit Leaders – OHAC. • Building Surveyors. • Community Education Officers. • Data Base Support Officers. • Planners. • Office Managers. • Engineers.
Grade 10.	• Chartered Surveyors. • Chartered Engineers. • Social Workers. • Environmental Health Officers. • Senior Planners.
Grade 11.	• Solicitors. • School Business Managers. • Team Managers. • Senior HR Advisors.
Grade 12.	• Service Managers.

The following two charts illustrate the occupational segregation for those staff identifying as BME and those with a disability.

Percentage of BME employees by pay grade
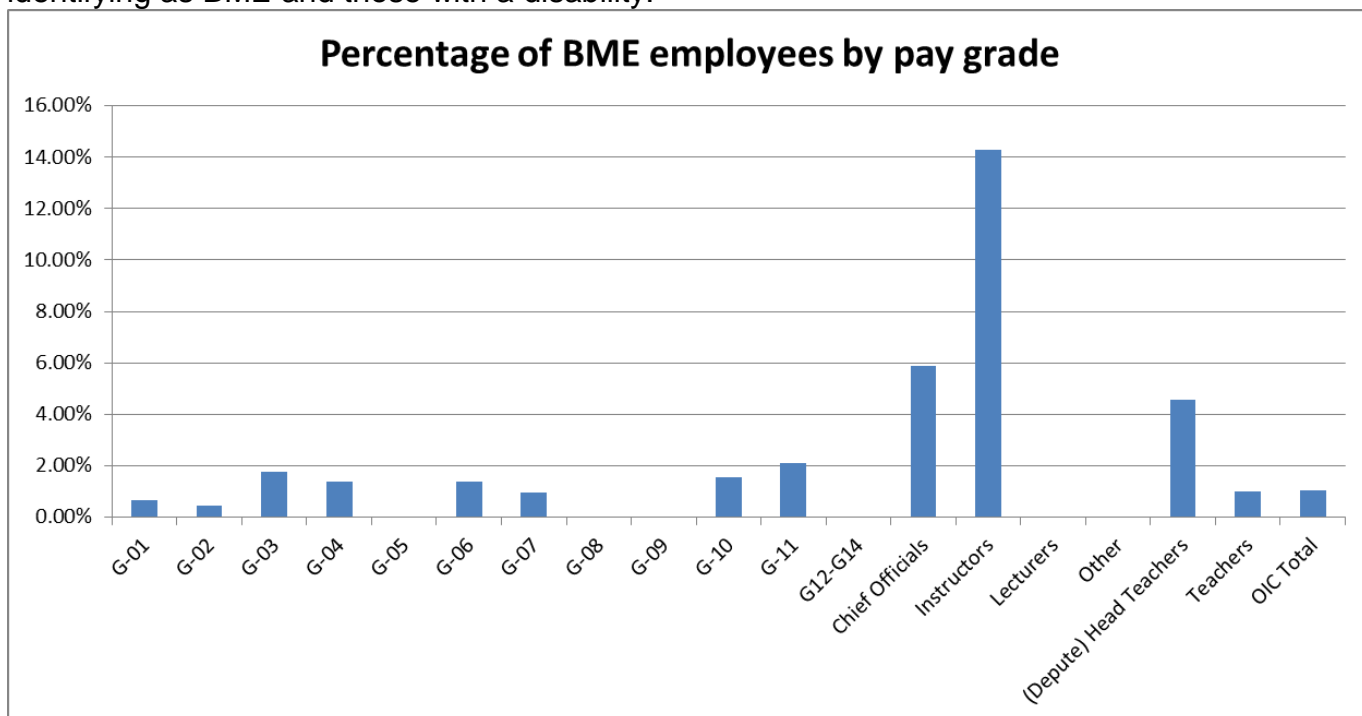
N.B. Based on ethnicity data held for 73.8% of employees (not including relief staff).

Percentage of disabled employees by pay grade

N.B. Based on disability data held for 73.5% of employees (not including relief staff).

Although we currently do not hold equality data for all employees, these initial figures suggest that there is little evidence of vertical occupational segregation for BME employees. Employees with a disability may be slightly more likely to work in a lower

paid job. With such small representative numbers, 1.9% BME and just under 5% with a disability inclusive of Teachers, further work will be carried out to improve the returns for equality monitoring data as detailed in our Equality Outcome 2: ensuring no barriers in recruitment, training and promotion. In addition to this, we continue our commitment to improve opportunities for those with protected characteristics with Equality Outcome 1: more young, disabled and long term unemployed people are in work and training; and Equality Outcome 4: ensure a skilled workforce and training in Orkney to optimise opportunities in the Renewables sector.

Summary – Gender

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

Staff in Post

- 68.87% of Council staff and 78.12% of Teachers are female.

Starters and Leavers

- Among Council staff 71.13% of starters and 71.72% of leavers were female. 28.87% of starters and 28.28% of leavers were male.
- The figures for Teachers showed over 70% of starters and 63.33% of leavers were female. Less than 30% of leavers and 36.67% of leavers were male.

Applications, short listed and appointed

- The Council figures show that 62.97% of applicants, 69.21% of candidates who were short listed and 68.79% of appointments were female. Less than 10 applicants and those who were short listed gave their gender as Other.
- The figures for Teachers show that 65.99% of applicants, 73.44% of those who were short listed and over 75% of appointments were female.

Promotions

- The Council figures show that approximately 85% of those appointed to promoted posts were female which is proportionate to the workforce. The figures for Teachers show 60% of those appointed to promoted posts were female and this will be monitored.

Training

- 79.89% of Council staff completing training courses were female and the majority of Teachers completing courses were also female.

Gender Pay Gap

- The non-teaching figures show that the gender pay gap, based on the mean average, was 16.55% in 2014, and 14.63% in 2017, both in favour of males.
- The gender-pay gap based on the median calculation is 9.90% for non-teaching staff.
- Figures for teachers show the gender pay gap was 4.91% in 2014 and 8.55% in 2017, both in favour of males.

- The gender-pay gap based on the median calculation for teachers is 0.00%

References (2015)

1. Orkney Community Planning Partnership's Orkney Community Plan, incorporating Orkney's Single Outcome Agreement 2014 – 2017.

2. Orkney Community Planning Partnership's Equality and Diversity Strategy.

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.

8. Orkney Equality Forum Attitudes to Discrimination and Positive Action 2013.

9. Annual Population Survey, January - December 2013 (Office for National Statistics).

References (2016)

1. Orkney Community Plan 2015 - 2018, incorporating Orkney's Local Outcomes Improvement Plan

2. Orkney Community Planning Partnership's Equality and Diversity Strategy

3. National Records of Scotland Orkney Islands Council Area Demographic Factsheet.

4. Scotland's 2011 Census Release 2 Statistical Bulletin

5. Scotland's Census Results

6. Orkney Equality Forum Attitudes to Discrimination and Positive Action 2013

7. Scottish Local Government Benchmarking Framework

References (2017)

1. Orkney Community Plan 2016 - 2019, incorporating Orkney's Local Outcomes Improvement Plan

2. Orkney Community Planning Partnership's Equality and Diversity Strategy

3. National Records of Scotland Orkney Islands Council Area Demographic Factsheet.

4. Scotland's 2011 Census Release 2 Statistical Bulletin

5. Scotland's Census Results

6. Orkney Equality Forum Attitudes to Discrimination and Positive Action 2013

7. Scottish Local Government Benchmarking Framework

8. <u>Initial Destinations of Senior Phase School Leavers No.1 2017 Edition</u>

9. <u>Is Scotland Fairer? Equality and Human Rights Commission 2015</u>