

ARGYLL AND BUTE COUNCIL
EQUALITY AND DIVERSITY SCHEME

DRAFT FOR CONSULTATION

CONTENTS

1	INTRODUCTION.....	3
2	LEGAL DUTIES	4
3	ARGYLL AND BUTE COUNCIL PRIORITIES	8
3.1	Our Objectives	9
3.2	Organisation and Management of Equalities	9
4	EQUALITY IMPACT ASSESSMENT	10
5	RACE	11
5.1	Legal Duty.....	11
5.2	Gypsy / Travellers	11
5.3	Migrant Workers.....	12
5.4	Race Survey	12
5.5	Interpreting and Translation	12
5.6	Community Safety Partnership.....	12
6	DISABILITY.....	13
6.1	Legal Duty.....	13
6.2	Definition of Disability.....	13
6.3	Involving Disabled People	14
6.4	Pilot Project Summary of Findings	14
7	EDUCATION: DISABILITY EQUALITY SCHEME	18
7.1	Introduction and legislative context	18
7.2	Education legislative framework	18
7.3	The Role of Schools and arrangements within schools ...	20
7.4	Involving disabled stakeholders.....	21
7.5	Equality Impact Assessment	21
7.6	Gathering and using information	22
8	GENDER.....	24
8.1	Legal Duty.....	24
9	EDUCATION: GENDER EQUALITY SCHEME 2007- 2010	26
9.1	Introduction and Legislative Context	26
9.2	Aims of Gender Equality Duty	27
9.3	Equal Pay Statement	27
9.4	The Role of the Education Authority.....	27
9.5	The Role of Schools and Arrangements within Schools ..	28
9.6	Gender Equality Impact Assessment.....	28
9.7	Gathering and Using Information.....	29

9.8	Monitoring and reporting on progress.....	29
10	AGE	31
10.1	Legislation.....	31
10.2	Population Distribution	31
10.3	Future Use of Older People’s Services.....	31
10.4	Engaging with Younger People	32
11	RELIGION AND BELIEF	33
11.1	Legislation.....	33
12	SEXUAL ORIENTATION.....	33
12.1	Legislation.....	33
13	CONSULTATION AND INVOLVEMENT	34
13.1	COMMUNITY ENGAGEMENT STRATEGY.....	34
14	PUBLISHING AND PROMOTING ACCESS TO INFORMATION AND SERVICES.....	34
15	MONITORING.....	36
15.1	Service Delivery Monitoring.....	36
15.2	Employee Monitoring	36
15.3	Workforce Profile.....	36
15.4	Recruitment.....	37
15.5	Leavers	37
15.6	Disciplinary and Grievance and Disputes Procedures	37
16	EMPLOYMENT IN ARGYLL AND BUTE COUNCIL.....	39
16.1	Employee Equality Forum	39
16.2	Gender Equality in Employment	39
16.3	Training.....	40
17	ACTION PLAN - EQUALITY DUTY REFERENCES.....	42
	INTERIM ACTION PLAN.....	43

1 INTRODUCTION

Our overall aim is that Argyll and Bute should be recognised as Scotland's leading rural area.

We aim to achieve this by getting closer to our communities, valuing our employees and working with our partners. We will ensure that the services we provide are delivered in a fair, consistent, efficient and effective way taking into account their social and environmental impact and the needs and aspirations of communities and individuals.

We recognise that individuals are different and we need to ensure there is equality among our diverse communities. Achieving equality is a driver for improving services to all members of the community and is integral to the Council's overall performance. Equality is about people having equal life chances, equal dignity and worth, and equal participation. We must continue to strive to achieve this.

This Single Equality Scheme is intended to enable the Council to better-address the needs of all members of the communities it serves by combining all equality actions into one plan.

The Single Equality Scheme replaces the Race Equality Scheme published November 2002 and revised September 2004, the Equal Opportunities Policy, and the Equality and Diversity Scheme published in December 2006 and revised in June 2007. This Scheme outlines the legislative background and the data about each equality strand that has been used as a basis for action.

As part of the Council's commitment to equality we continue to welcome your views on this Scheme.

Councillor Dick Walsh
Council Leader

Sally Reid
Chief Executive

2 LEGAL DUTIES

The Equality and Human Rights Commission states:

“It is unlawful for a public authority exercising a function of a public nature to perform any act which constitutes discrimination. This applies to all the legal grounds for discrimination. Organisations in the public sector are expected to lead the way in carrying out their functions with demonstrable respect for equality and human rights. In the delivery of services, and in the devising of policies and procedures, public authorities have a crucial role to play in promoting the values and practices of a fair and democratic society.”

The Equality and Diversity Scheme outlines Argyll and Bute Council’s aims and intentions to promote equality in terms of service delivery and employment. The Scheme is in accordance with the Equality Duties Codes of Practice and the undernoted legislation:

RACE	
Anti-discrimination legislation	
Race Relations Act 1976	Unlawful to discriminate on grounds of race, colour, national or ethnic origin in: <ul style="list-style-type: none"> • Housing, • Employment, • Education and • Goods and services etc
Promotion of equality	
Race Relations (Amendment) Act 2000	Introduced race equality duty. Duty to: <ul style="list-style-type: none"> • Eliminate unlawful racial discrimination; • Promote equality of opportunity • Promote good relations between persons of different racial groups.

DISABILITY	
Anti-discrimination legislation	
Disability Discrimination Act 1995	Unlawful to discriminate on grounds of disability in: <ul style="list-style-type: none"> • Employment, • Education • Goods, services, premises etc
Promotion of equality	
<ul style="list-style-type: none"> • Disability Discrimination Act 2005 • Education (Additional Support for Learning) (Scotland) Act 2004 	Duty on all public organisations to give due regard to disability equality by: <ul style="list-style-type: none"> • Eliminating unlawful discrimination. • Eliminating unlawful harassment • Promoting equality of opportunity. • Taking steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably. • Promoting positive attitudes towards disabled persons. • Encouraging participation by disabled persons in public life.
GENDER	
Anti-discrimination legislation	
<ul style="list-style-type: none"> • Equal Pay Acts 1970 and 1984 • Sex Discrimination Act 1975 • Sex Discrimination (Gender Reassignment) Regulations 1999 	Unlawful to discriminate on the grounds of sex in <ul style="list-style-type: none"> • Employment • Education • Housing • Goods, services etc

Promotion of equality	
The Equality Act 2006	<p>Introduces gender equality duty - duty to give due regard to gender equality when carrying out all functions by:</p> <ul style="list-style-type: none"> • eliminating unlawful discrimination and harassment, and • promoting equality of opportunity between men and women
AGE	
Anti-discrimination legislation	
Employment Equality (Age) Regulations 2006	<p>Unlawful to discriminate on grounds of age (including all ages) in</p> <ul style="list-style-type: none"> • employment, • training and • adult education.
RELIGION / BELIEF	
Anti-discrimination legislation	
<ul style="list-style-type: none"> • Employment Equality (Religion or Belief) Regulations 2003 • The Equality Act 2006 	<p>Unlawful to discriminate on grounds of religion or belief in</p> <ul style="list-style-type: none"> • employment and • vocational training. <p>Unlawful to discriminate on grounds of religion or belief in the exercise of the functions of public authorities (some education related exceptions).</p>
SEXUAL ORIENTATION	
Anti-discrimination legislation	
<ul style="list-style-type: none"> • Employment Equality (Sexual Orientation) Regulations 2003 	<p>Unlawful to discriminate on grounds of sexual orientation in employment.</p>

<ul style="list-style-type: none"> • Equality Act (Sexual Orientation) Regulations 2007 	<p>Unlawful to discriminate on the grounds of sexual orientation (perceived or actual)</p> <ul style="list-style-type: none"> • in the provision of goods, facilities, services, education • use and disposal of premises • in the exercise of public duties
<p>HUMAN RIGHTS</p>	
<ul style="list-style-type: none"> • The Human Rights Act 1998 • Article 14 	<p>Prohibition of Discrimination – right not to be subject to discrimination</p>

The Council has further, specific statutory duties to develop and publish equality schemes for race, disability and gender. This single Equality Scheme shows how the Council fulfils its statutory duties to promote equality for everyone.

Key Terms

Direct Discrimination: treating a person less favourably than another on grounds of race, disability, gender, sexual orientation, religious/political belief or age.

Indirect Discrimination: applying a condition or requirement that cannot be justified and that prevents people from certain groups from receiving a service or being employed.

Harassment: unwanted behaviour that has the purpose or effect of violating a person's dignity or creates a degrading, humiliating, hostile, intimidating or offensive working environment.

3 ARGYLL AND BUTE COUNCIL PRIORITIES

Argyll and Bute aims to be the leading rural area and the Council's agreed themes are set out in its Corporate Plan:

- Vibrant Communities
- Outstanding Environment
- Forward Looking

The Council's strategic objectives are:

- Promoting our cultural, social and natural heritage and protecting our unique area
- Affecting demographic change, caring for vulnerable people and lifelong learning
- Creating an attractive, well-connected, modern economy
- Improving, innovative, proactive and successful organisational development.

These objectives are underpinned by the Council's core values and ways of working. We have identified key areas where we wish to change the way the Council works. They are:

How we were		How we want to be
Well managed	→	Well led
Hierarchical	→	Empowered and flexible
Profession centred	→	Customer focused
Consulting clients	→	Involving clients
Performance – an add-on	→	Performance integrated
Operational focus	→	Strategic focus
Departmental loyalty	→	Corporate commitment
Reactive	→	Proactive
Challenged	→	Challenging

The Council's Equality and Diversity Scheme is underpinned by key principles, stated in our Corporate Plan, that:

- no-one is disadvantaged because of their race or ethnic origin, disability, gender, age, sexual orientation, or religion and belief
- the differences between people are valued and good relations between groups are promoted
- people are treated fairly and with equal respect
- informed assessments are made on the impact of policies and services
- people are involved in the decisions that affect them and encouraged to participate in public life.

3.1 Our Objectives

- To have strong leadership – equality is one of the competencies of the Argyll and Bute Manager
- To improve service delivery
- To improve community engagement
- To focus on outcomes.

3.2 Organisation and Management of Equalities

The corporate lead for equalities lies with the Chief Executive's Unit. Each Strategic Director has specific responsibility for equalities within their department's area of responsibility.

Equality is a core value for Argyll and Bute Council and therefore everyone working for or with the Council has responsibilities in relation to promoting equality of opportunity and good relations between different groups.

Successful implementation of the Equality Scheme will depend on a partnership between the Council and the community and involves:

Elected Members:

- to comply with the Equality Scheme
- to provide leadership direction and support
- to engage with the local community
- to provide a scrutiny role

Strategic Directors:

- to comply with the Equality Scheme
- to provide leadership and support to enable services to comply with the Equality Scheme
- to oversee and monitor compliance with the Equality Scheme

Employees and staff representatives:

- to comply with the Equality Scheme
- to challenge existing cultures and traditions
- to engage with Community Planning Partners/Contractors

Providers of Goods and Services to and for the Council:

- to comply with the Equality Scheme

4 EQUALITY IMPACT ASSESSMENT

The Council has an Equality Impact Assessment toolkit that incorporates race, disability, gender, age, sexual orientation and religion/belief.

With this toolkit, all Council policies, strategies and procedures, both new and revised, are assessed for their likely impact on different groups of people and individuals. By assessing all new initiatives, we can identify any possible cause of inequality at the planning stage and remedy this.

Officers assess the impact of the Council's functions and policies on the diverse groups of people within Argyll and Bute by using all available information and engaging with local groups. The assessment process also helps to identify opportunities for the Council to promote equality and good relations between groups and to help ensure that the Council meets its equality commitments.

Twice a year, the Council's Strategic Management Team receives a report of the Equality Impact Assessments that have been completed and those that are planned.

5 RACE

5.1 Legal Duty

The Council has a statutory duty to have due regard to the need to:

- eliminate unlawful racial discrimination
- promote equality of opportunity, and
- promote good race relations.

We know from the census data that people from all ethnic minority backgrounds are scattered throughout Argyll and Bute, in remote areas and in towns. There are no concentrations of one group in any particular area and this can make it more difficult to engage with people. The Council recognises that having small numbers of people from ethnic minorities can mean that individuals feel more vulnerable and isolated.

It is likely that the make-up of the population will have changed since the 2001 Census and it will be fluid due to migrant workers.

In addition to the resident community recorded by the census, the Single Equality Scheme takes into account Gypsies/Travellers, non-resident workers (ie those who live outside Argyll and Bute but work in the area), visitors to the area and seasonal workers.

5.2 Gypsy / Travellers

Argyll and Bute Council was one of 11 local authorities that commissioned Craigforth to carry out research in 2007. The results are published in the document, "An Accommodation Needs Assessment of Gypsy/Travellers in West Central Scotland".

There are 3 official accommodation sites in Argyll and Bute located at Dunoon, Lochgilphead and Ledaig (north of Oban, near Benderloch). These 3 sites were formerly owned by Argyll and Bute Council but are now owned and managed by Argyll Community Housing Association (ACHA) following the transfer of all Council housing (including official sites) which took place during November 2006. However, the Council continues to have a duty to monitor and review the housing and support needs of Gypsies and Travellers within the context of the Local Housing Strategy.

5.3 Migrant Workers

The Council is working with Community Planning Partners to ensure that the housing, health and education needs of migrant workers are addressed.

5.4 Race Survey

The Council has worked in partnership with NHS Highland Argyll and Bute CHP (Community Health Partnership) to carry out a survey about people's experience of race equality in Argyll and Bute. There was a very low response rate to the survey so it will be difficult to draw useful conclusions from the results.

We will work with our community planning partners to find better ways of engaging with people from different ethnic groups. We will use the Community Planning Partnership [Community Engagement Strategy](#) that [focuses on improving our engagement with hard to reach](#) and [seldom heard groups](#).

5.5 Interpreting and Translation

The Council uses a service for interpretation and translation as required. Very few requests for this service have been received but we will keep this under review. Instead of services accessing this individually, the Council is going to take a corporate approach to procuring interpretation and translation services.

5.6 Community Safety Partnership

The Council is part of the Community Safety Partnership which considers regular reports of racist, homophobic and domestic abuse incidents. This information is collected and recorded by Strathclyde Police.

6 DISABILITY

6.1 Legal Duty

The Disability Discrimination Act 1995 places a general duty on the Council to have due regard to the need to:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled people that is related to their disabilities
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than other people.

In addition, the Council has a Specific Duty to produce and publish a Disability Equality Scheme, to include an action plan to implement this and report progress on an annual basis. Our action plan records those actions that relate specifically to disability.

6.2 Definition of Disability

The Disability Discrimination Act (DDA) protects disabled people. The Act sets out the circumstances in which a person is "disabled". A person is disabled if:

- they have a mental or physical impairment
- this has an adverse effect on their ability to carry out normal day-to-day activities
- the adverse effect is substantial
- the adverse effect is long-term (meaning it has lasted for 12 months, or is likely to last for more than 12 months or for the rest of their life).

According to the 2001 Census, in Argyll and Bute 15% (13,676) of the total population have a limiting long-term illness. Therefore, it would be reasonable to assume that this is the proportion of the

population who have a disability. The RNID has advised that one-seventh of the population is likely to have a hearing impairment which amounts to approximately 13,044 people in Argyll and Bute. There are around 1000 people who are blind or visually impaired registered with the Council's Community Services. We know, from the range of support groups and self-help groups in Argyll and Bute that there is a wide range of disabilities affecting many people and their families.

6.3 Involving Disabled People

In the past, the Council has tended to consult with disabled people's groups on specific issues, for example Lochgilphead Resource Centre Users Consultation (2002), Learning Disability Consultation (2004). The results of these were considered when we developed our last action plan.

We recognised that while these consultations were useful, a one-off consultation might not bring the same benefits as continued dialogue. We need to improve the way that we engage with communities. We have had discussions with disabled people to identify good ways to work together.

The National Audit Office recommends long-term supported engagement. This is something that was explored in a pilot project with groups in Kintyre. In the discussions people told us that we need better links between disabled people's groups and the Council and Community Planning Partnership.

The pilot project, funded by Communities Scotland, was carried out by ODS Consultants who engaged with disabled people's groups in Kintyre between April and June 2006. All groups were asked for their views on how people with Additional Support Needs, and their carers, can influence service delivery. The pilot concluded that there was a need to strengthen the Kintyre Community Care Forum by bringing groups together and creating more formal structures of involvement. A summary of these discussions is shown below.

6.4 Pilot Project Summary of Findings

- There are at least 20 groups in South Kintyre which involve people with Additional Support Needs, and their carers

- Groups have varying levels of activity, but most are extremely active with meetings on a regular basis
- If individuals had an issue with a service, at present they would be most likely to contact their Councillor or write a letter
- Support groups and friends were also key sources of support, with some groups taking on a lobbying role to try and influence service provision
- People generally felt that it can take a long time to change any aspect of service provision and many had a feeling of powerlessness
- Those who relied most heavily on services – such as day and respite care - were most frustrated about their lack of influence
- Most people believed that staff at a local level tried to respond to issues, but that bureaucracy and resources could restrict their flexibility
- Few people were involved in any kind of consultation, and felt that information on service changes mainly travelled by word of mouth
- Groups would like to have more influence over service planning and delivery, through:
 - Developing trust and being treated as equal partners
 - Having a clear place in the decision making process
 - Joint working between groups
 - Support through funding
- Local organisations working with people with Additional Support Needs echoed these views, with a strengthened Community Care Forum seen as the key route for future involvement.

There are well over 100 disabled people's groups in Argyll and Bute. Most of these are support or self-help groups for people with particular disabilities. There are six Community Care Forums or Associations in Argyll and Bute and many disabled people's groups link to these at a local level.

In 2005 the Council and Argyll and Clyde Health Board worked together to consult with Community Care Forums and Associations about developing partnerships. This consultation considered current structures, developing new relationships and structures, and what resources were needed. Information gathered from this has been used to help formulate the Disability Equality Action Plan.

The information gathered in these consultations has helped to identify barriers for disabled people and unsatisfactory outcomes. This, in turn, has helped to set priorities for action plans and assist in planning activities.

Disabled people will be involved in implementing the Equality Scheme when services are conducting equality impact assessments and gathering evidence. Services are improving monitoring of initiatives and services so that success can be analysed.

(Our contact) has been excellent in the Roads department, always quick to help when we go to him with a problem. We had some dialogue with the Planning department, but that has gone by the wayside. We need to try and get this going again.

Fiona Morrison, Oban and District Disability Forum

Argyll and Bute Council expects that the Scottish Parliament will approve new planning regulations later in 2009. Planning officers will then re-engage with access panels, and other groups, about consultation arrangements and discuss how to improve contributions to the planning process.

We would like more Council information presented in Plain English and / or Easy Read formats. Argyll CVS assists us with terminology and produces summaries of Council documents for us.

Seniors Forum / Lomond and Argyll Advocacy Service / Link Club representatives

Argyll and Bute Council will work with disability groups to produce Council information in Easy Read formats.

DRAFT

7 EDUCATION: DISABILITY EQUALITY SCHEME

7.1 Introduction and legislative context

This document represents the response of Education to the Disability Discrimination Act 2005 and the requirements for the authority to produce a Disability Equality Scheme for implementation by schools.

7.2 Education legislative framework

The Disability Discrimination Act 1995 states that:

...a person has a disability for the purposes of this Act if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

Under the Education (Additional Support for Learning) (Scotland) Act 2004, learning disabilities is interpreted more widely. That is, where:

...a child or young person is unable without the provision of additional support to benefit from school education provided'

The Act goes on to state:

...all children and young people benefit from school education when they can access a curriculum which supports their learning and personal development; where teaching and support from others meet their needs; where they can learn with, and from, their peers and when their learning is supported by the parents in the home and by their wider community.

Children with additional support needs may be identified in a variety of circumstances: concerns raised by the parents or carers or through self referral by the child or young person, head teachers and senior staff, referral from medical services, staged intervention processes. Support may be identified by the Area Network

Teams, Psychological Services, allied health professionals, social work and teaching staff.

For all children so identified strategies are based on the principle they should receive the best educational opportunities available to develop to their fullest potential. It is the responsibility of the education authority to ensure that any physical, systemic or attitudinal barriers are removed.

The Education (Disabilities Strategies and Pupils' Education Records) Scotland Act 2002 requires that the Accessibility Strategy sets targets to improve access to the built environment, information and the curriculum. The 2006-2009 strategy was revised to take into account the Disability Equality Duty.

The Integrated Children's Services Plan, Joint Health Improvement Plan, Service Improvement Plan and School Improvement Plans will be assessed for their impact on the educational achievements and opportunities of children with disabilities.

A *Curriculum for Excellence* and the National Priorities are embedded in the learning experience of our pupils. They apply to all children at all levels of education and the ambition to encourage children and young people to become successful learners, confident individuals, responsible citizens and effective contributors reflects the spirit behind the promotion of disability equality and other equality strands. The values of wisdom, justice, compassion and integrity will become increasingly embedded in the curriculum and educational experience of pupils in Argyll and Bute.

The Curriculum Review Group stated:

... the curriculum should emphasise the rights and responsibilities of individuals and nations. It should help young people to understand diverse cultures and beliefs and support them in developing concern, tolerance, care and respect for themselves and others. In essence, it must be inclusive, be a stimulus for personal achievement, and through, the broadening of pupils' experience of the world be an encouragement towards informed and responsible citizenship'

7.3 The Role of Schools and arrangements within schools

Schools have a vital role in promoting equality of opportunity, not just for pupils, but also for staff, parents and the wider community. Argyll and Bute Council wants all its children to do well at school and all pupils are expected to have equal educational opportunities. The 2005 Annual Population Survey states that 30 percent of disabled people of the working age population had no qualifications, compared to 11.5 per cents of non-disabled people. The duty to promote disability equality informs HMIE inspection and the authority's school review processes. Schools will be auditing their existing practices, procedures and policies for their impact on educational opportunity as well as examining the necessity of using positive discrimination to ensure that pupils with disabilities are able to access the full range of education services.

The Disability Equality Duty requires that education authorities should make arrangements for every school under their management to carry out certain tasks. These tasks are:

- Impact assess each of their policies, practices and procedures. Training will be provided to support schools in this vital role which will be supported by effective involvement of disabled stakeholders;
- Gather information – each school will gather information on the effectiveness of their policies and practices on the educational opportunities of pupils;
- Provide an annual report – each school will provide within their annual standards and quality reports statements on the information gathered and impact assessments undertaken;
- Action plan – each school will be responsible for implementing those elements of the action plan which are required by schools;
- Maintain a copy of the Disability Equality Scheme – each school will maintain a copy of the Disability Equality Scheme and include it within their own policy file.

Schools will report annually to the Director of Community Services using the impact assessment audit tool as well as returning statistics on a range of issues affecting disabled stakeholders. These may include bullying, exclusions, involvement in public life at school, examination results, staffing, involvement of disabled parents and stakeholders.

Extensive training and support will be offered in the first instance to senior management but in recognition of the importance of the modelling attitudes and promoting an inclusive ethos all staff will be targeted.

7.4 Involving disabled stakeholders

The Disability Equality Scheme identifies the need to involve all stakeholders - pupils, staff, parents and community members with disabilities. This should be:

- Focussed
- Accessible
- Proportionate
- Influential
- Transparent

The geographic nature of Argyll and Bute creates challenges in the arrangement of authority wide meetings and creation of forums and groups that all can attend. However new technology should be used to encourage access for all. The role of the lead officer will include examining the best use of these alternative communications.

Stakeholder groups should be identified and all schools encouraged to include them when discussing and developing new policies and in all key aspects of the DES. Their opinions and views will be particularly valuable in identifying the barriers they face, setting priorities, the action plan, gathering evidence, impact assessment and evaluation and monitoring the DES.

7.5 Equality Impact Assessment

The Council has developed an Equality Impact Assessment toolkit to be used to consider whether any of its policies or functions have, or are likely to have, an adverse impact on different equality

target groups. Consideration is given to race, disability, gender, age, religion and belief, and sexual orientation. Part of the assessment process includes consulting with people from relevant equality target groups.

Schools will use the authority impact assessment tool to examine current and new practices, procedures and policies. Equality promotion should become embedded into the process of development of all new policies and should include the involvement of disabled stakeholders in identifying the relevance and priority of those policies.

7.6 Gathering and using information

Schools will gather information as part of the routine procedures which support the compilation of standards and quality reporting. However the information relevant to the impact of equality of opportunity for pupils with disabilities will be disaggregated. Information already gathered includes numbers of those pupils with disabilities and the assessment and nature of the disability as well as additional needs in terms of access to the built environment, the curriculum and information.

Schools will be supported in gathering information on wider issues eg the needs of parents with disabilities, community members and staff with disabilities. Equally important will be gathering information and views on the development of new policies.

Information may come from a variety of sources: analysis of attainment and achievement; feedback and complaint; exclusion figures; research into aspects of school life undertaken by Quality Improvement Officers and Education Support Officers; surveys; self-evaluation processes in schools; partnership agencies such as health, social work. A uniform information template will be used across all sectors and schools.

Information will be gathered and collated from schools and other relevant sources to inform the education authority's annual standards and quality report and any responses required by elected members.

Arrangements are in place to support schools in the collection of data. The management and information system, SEEMIS, will

show whether or not a pupil has declared a disability or been assessed as having a disability or requires an adaptation to the physical environment, the curriculum and information.

With the involvement of disabled stakeholders in the gathering of information it will be possible to ensure that appropriate priorities will be identified and that methods of obtaining information are accessible.

DRAFT

8 GENDER

8.1 Legal Duty

The Gender Equality Duty came into force in Scotland in April 2007. Public authorities have a general duty to have due regard, when carrying out their functions, to the need:

- to eliminate unlawful discrimination and harassment
- to promote equality of opportunity between women and men.

The specific duties are:

- To prepare and publish a gender equality scheme, showing how it will meet its general and specific duties and setting out its gender equality objectives.
- In formulating its overall objectives, to consider the need to include objectives to address the causes of any gender pay gap.
- To gather and use information on how the public authority's policies and practices affect gender equality in the workforce and in the delivery of services.
- To consult stakeholders (i.e. employees, service users and others, including trade unions) and take account of relevant information in order to determine its gender equality objectives.
- To assess the impact of its current and proposed policies and practices on gender equality, and to have due regard to the results of those impact assessments.
- To implement the actions set out in its scheme within three years, unless it is unreasonable or impracticable to do so.
- To report against the scheme every year and review the scheme at least every three years.

This includes the need to carry out:

- Equal pay audit
- Impact assessment.

Definitions
(from Equal Opportunities Commission Guidance)

Gender Refers to the wider social roles, attitudes, values and behaviours attributed to women and men by society which structure men's and women's lives. For example, traditionally, a gender role would suggest that women should look after children, while men continue to go to work.

Transgender People who identify their gender to be different from the physical one into which they were born but who choose not to undergo medical treatment and simply live their life in their new gender are not subject to the same legal protections as transsexual people.

Transsexual A person who intends to undergo, is undergoing or has in the past undergone gender reassignment (which may or may not involve hormone therapy or surgery), and it is this individual who receives protection under the law.

9 EDUCATION: GENDER EQUALITY SCHEME 2007- 2010

9.1 Introduction and Legislative Context

The need for a Community Services: Education Gender Equality Scheme as part of Argyll and Bute's Equality and Diversity Scheme is intended to enable the Council to better address the needs of all members of the communities it serves including those involved in education.

This document represents the response to meet the requirements of the Gender Equality Duty (GED) which was created by the Equality Act 2006. This Act amends the Sex Discrimination Act 1975 to place a statutory duty on public bodies, when carrying out their functions to have due regard to the need to:

- eliminate unlawful discrimination and harassment; and
- promote equality of opportunity between men and women

These are the requirements of the general duty and are the core of the GED.

Unlawful discrimination means:

- direct and indirect discrimination against women and men, in employment and education, in goods, facilities and services and in the exercise of public functions;
- harassment, sexual harassment and discrimination on the grounds of pregnancy and maternity leave;
- discrimination on the grounds of gender reassignment in employment and vocational training;
- direct and indirect discrimination in the employment field on the grounds that a person is married or in a civil partnership;
- victimisation

9.2 Aims of Gender Equality Duty

The GED requires all Scottish schools and education authorities to eliminate any sex discrimination which may exist in our education system, and also to take steps to actively promote sex equality through the work they do.

It should help us achieve an education service in Argyll and Bute where:

- all pupils achieve their potential and leave our education establishments with skills and qualifications that prepare them for life
- all pupils make choices which fit with their aspirations and abilities and are not tainted by gender assumptions
- all aspects of a child's or young person's educational experiences tackle discrimination head-on and support teachers to support equality in the classroom
- excellence in promoting gender equality is recognised by the authority's review process and national inspection frameworks
- we have a gender balanced workforce at all levels and across all curricular areas and staffing functions in our education establishments and education authority
- national and local education policies explicitly recognise and address gender differences and inequalities, supporting professionals on the ground

9.3 Equal Pay Statement

Argyll and Bute Council carried out a review on equal pay in 2007 in accordance with the Gender Equality Duty.

9.4 The Role of the Education Authority

The Gender Equality Duty requires that listed bodies such as education authorities should take exact steps known as "specific duties" to help them meet the general duty.

The specific duties require Community Services: Education to:

1. Gather information on how their work affects women and men, boys and girls
2. Consult employees, service users, trade unions and other stakeholders such as parents' groups and the local community
3. Assess the different impact of policies and practices on both sexes and use this information to inform the authority's work
4. Identify priorities and set gender equality objectives
5. Plan and take action to achieve those objectives
6. Publish a gender equality scheme, report annually and review progress every three years.
7. Publish an equal pay policy statement and report on progress every three years.

9.5 The Role of Schools and Arrangements within Schools

Schools have a responsibility to ensure that they

- gather information on the effects of their policies and practices on gender equality
- assess the impact of those policies and practices on gender equality
- carry out steps to meet the duty in line with the Community Services: Education scheme
- report on these activities

9.6 Gender Equality Impact Assessment

The Council has developed an Equality Impact Assessment toolkit to be used to consider whether any of its policies or functions have, or are likely to have an adverse impact on different equality target groups. Consideration is given to gender, race, disability, age, religion and belief, and sexual orientation. In terms of gender equality impact assessment the questions asked of new or existing policies within Community Services: Education will include

- Does the policy further gender equality?
- Does the policy reinforce gender stereotypes?

- Is there evidence to suggest that boys and girls or men and women have different needs, experiences, concerns or priorities in relation to this priority area?
- Could the policy unintentionally disadvantage people of one sex or the other, or transsexual people?

Part of the assessment process includes consulting with people from relevant equality target groups.

Schools will use the above Equality Impact Assessment tool to examine current and new practices, procedures and policies. The promotion of gender equality should become embedded into the process of development of all new policies and should include the involvement of stakeholders in identifying the relevance and priority of those policies.

A copy of the Equality Impact Assessment toolkit is shown in appendix 3.

9.7 Gathering and Using Information

Schools will gather information as part of the routine procedures which support the compilation of annual standards and quality reports. The information may come from a variety of sources; analysis of attainment and achievement, exclusion figures, research into aspects undertaken by QIOs and ESOs, surveys, self evaluation processes in schools. This will be gathered and collated from schools using the management and information system, SEEMIS and a standardised information template.

9.8 Monitoring and reporting on progress

A summary will be produced within the education authority's annual standards and qualities report which will include:

- The steps taken to fulfil the gender equality duty and whether or not the targets have been met
- The results of information gathering, the evidence gathered and what it indicates
- How the information has been gathered and actions still to be taken.

There will be a three yearly report on Community Services:
Education Gender Equality Scheme which will include a review of
the action plan 2007 – 2010.

DRAFT

10 AGE

10.1 Legislation

The Employment Equality (Age) Regulations 2006 make it unlawful to discriminate on grounds of age (including all ages) in:

- employment,
- training and
- adult education.

10.2 Population Distribution

In 2008 the Fairer Argyll and Bute (FAB) partnership carried out a Needs Analysis to help us direct our services to people with the most need.

This analysis found that older people are more likely to live in rural parts of Argyll and Bute and this means that service delivery to older people is complicated by access issues. Younger people tend to live within the towns.

10.3 Future Use of Older People's Services

The Council is carrying out an options appraisal to evaluate the provision of older people's services by both external and internal providers.

A programme of consultation meetings, surveys and phone-in sessions was undertaken with various stakeholders. Home care, day care, care home residents, families and staff in Mull, Tiree, Oban, Mid Argyll, Campbeltown, Islay, Helensburgh, Bute and Cowal all took part.

The results of the responses received are published on the Council's website www.argyll-bute.gov.uk/olderpeopleservices along with "Frequently Asked Questions" and report from the independent consultant on feedback from the programme of meetings.

The findings from this consultation exercise will be fed into the options appraisal which will now be undertaken for all older people's services.

In order to emphasise the Council's commitment to genuine consultation there will be a continuing process whereby the various stakeholders continue to be engaged in whatever changes are to take place. Further information will continue to be provided for people who use services and their carers, for staff, for partners and for communities as the decision-making process progresses.

10.4 Engaging with Younger People

The Scottish Government, Young Scot and Argyll and Bute Council are working in partnership to deliver a localised youth information package under the initiative of Dialogue Youth. The project aims to ensure young people aged 12 - 26 are fully represented in community planning, enabling them to make informed choices by providing information and opportunities, engaging young people in a range of innovative ways; empowering young people by providing platforms for them to express their views.

Argyll and Bute Young Scot / Dialogue Youth information package includes the Young Scot Card, PASS proof of age scheme, websites, social networking sites, text messaging, handbooks and magazines to engage with and support young people to make informed decisions and choices. Young people are encouraged to be as involved as possible; there are votes, surveys, consultations both online and offline on a range of topics from family mediation to green spaces. Our next planned consultation, in 2009, will focus on young people and alcohol.

Young Scot / Dialogue Youth has an online toolkit and customises consultations to make them interesting and user friendly for young people. This service is offered to Community Planning Partners free of charge.

11 RELIGION AND BELIEF

11.1 Legislation

Under the Human Rights Act 1998, everyone has a right to freedom of thought, conscience and belief. As a public authority, the Council has an obligation to ensure that these are adequately protected and we will challenge religious intolerance.

Figures from the 2001 Census show that there are broadly similar proportions of the population with different religious beliefs in Argyll and Bute compared with Scotland.

Religion and Belief is considered as part of the Council's Equality Impact Assessments.

12 SEXUAL ORIENTATION

12.1 Legislation

Legal protection from discrimination on the basis of sexual orientation applies to everyone, whatever their sexual orientation. Sexual orientation discrimination includes being treated less favourably because:

- a person is lesbian, gay, bisexual or heterosexual
- people think a person is lesbian, gay, bisexual or heterosexual, or that person is associated with someone who is lesbian, gay, bisexual or heterosexual, for example a friend, relative or colleague.

The law applies to direct and indirect discrimination as well as to harassment and victimisation. The law applies to the private, public and not-for-profit sectors.

Sexual Orientation is considered as part of the Council's Equality Impact Assessments.

13 CONSULTATION AND INVOLVEMENT

We recognise that we need to work in partnership with others to develop policies and improve services. In order to make these links effective, we are working with our community planning partners and neighbouring local authorities to share resources and information.

In order to structure our consultation and involvement we developed a Consultation Toolkit to help ensure best practice. We also adopted the National Standards of Consultation drawn up by Communities Scotland to use in all consultations.

13.1 COMMUNITY ENGAGEMENT STRATEGY

The Community Planning Partnership is developing a Community Engagement Strategy that aims to ensure that all sections of the community are fairly represented, have opportunities to participate and are involved in the decisions that affect them.

We recognise that people with whom we want to consult and involve may have training needs and we will endeavour to provide these. Training needs might include understanding Council procedures and enabling people to have their say.

We will make it a priority to increase the involvement of people from under-represented groups and extend capacity building to help those people develop their confidence and skills.

14 PUBLISHING AND PROMOTING ACCESS TO INFORMATION AND SERVICES

West of Scotland Racial Equality Council has advised on the languages that are likely to be spoken in Argyll and Bute based on information from the 2001 Census. Since then the linguistic profile has changed with the increase in people from Eastern European countries living and working in Argyll and Bute, and therefore other languages are now offered in published documents. Additionally, the area receives visitors from all over the world. Services are acknowledging this in the information that is published to ensure

that everyone can access the information they need in their first language.

All Council documents are published on the website: www.argyll-bute.gov.uk and internet access is available to the public at Council libraries. Surveys of the Citizens Panel (2001 and 2004) showed that residents have increasing levels of internet access with 75% of the public having access either at home, work or elsewhere. The internet was the most preferred method to access public services, after newspapers and printed leaflets. The Council's website is AA compliant within W3C guidelines and the Council strives to maintain this level of compliancy.

Council services provide an update on the Equality Action Plan to the Strategic Management Team twice a year. These reports also include a record of the number of requests received for information in alternative formats or languages. We are working to improve the service of responding to requests for translation and interpretation by carrying this out corporately.

15 MONITORING

15.1 Service Delivery Monitoring

Customer-facing services monitor satisfaction levels of service users to help identify any inequalities. To date, there is insufficient data to form conclusions however monitoring will continue and this is reported to the Strategic Management Team twice a year. Monitoring information will also be used in Equality Impact Assessments.

15.2 Employee Monitoring

The Council acknowledges the specific duties conferred by the Act in regard to the ethnic monitoring of employees. In order to meet these duties the Council collects and monitors data with reference to ethnic groups as defined by the categories contained in the 2001 National Census for the following:

- Number of employees in post by reference to salary bands;
- Number of leavers and reasons for leaving;
- Number of applicants for employment, training and promotion;
- Number of employees involved in the Disciplinary and Grievance and Disputes Procedures.

Reports on the above information are submitted to the Strategic Management Team on a quarterly basis; to the Executive on a six monthly basis and included in the Strategic HR Annual Report, which is an item for discussion on the Council's Employee Joint Consultative Committee (EJCC) Agenda. The EJCC comprises senior Members and senior Officers and representatives from the main trade unions. The Strategic HR Annual Report is also available to the public through the Council's Committee Services and through the Council's website.

15.3 Workforce Profile

The Council is committed to obtaining accurate ethnic origin data from its employees and has commissioned a bespoke

ethnic monitoring report to allow corporate reporting from our Northgate Personnel and Payroll system on the Council's workforce profile. This includes current employees by salary band. The report highlights areas of potential under-representation by ethnic groups and areas where the Council needs to consider Positive Action. Positive Action might include wider advertising of vacancies within media targeted at the ethnic minority population with the aim of attracting more applicants from ethnic minority groups. A further area for consideration may be the need to target development and training programmes.

15.4 Recruitment

The Council's Recruitment and Selection Policy and Procedures should help us to create a workforce that more closely reflects the ethnic, gender and disability profile of people in the local area. It is essential for all recruitment panel chairs to have equality training.

The Council produces monitoring information on recruitment at the following stages of the recruitment process:

- Application forms received;
- Those selected for interview;
- Job offers and those who have declined job offers.

The analysis of this information will provide indications where the Council needs to take positive action.

15.5 Leavers

The Council surveys employees when they leave the Council to help identify their reasons for leaving. This information is monitored to identify potential areas of discrimination on the basis of ethnicity, gender and disability. This allows the Council to take steps to address any issues or remove any barriers identified. The information received is reported to Departments for action as appropriate.

15.6 Disciplinary and Grievance and Disputes Procedures

Instances of disciplinary action and grievances submitted are monitored by ethnic group, gender and disability. Analysis of the information provided through this monitoring are used to identify any patterns of inequality and to make any appropriate interventions, eg training, to remove any potential discriminatory practices or actions.

DRAFT

16 EMPLOYMENT IN ARGYLL AND BUTE COUNCIL

16.1 Employee Equality Forum

The Disability Matters Forum provided an opportunity for Council employees with disabilities to meet and discuss their concerns in relation to their disability and employment. The Forum agreed to extend membership to encompass all equality groups and the Employee Equality Forum was set up in 2008.

The Forum will be consulted from the outset on the development of new policies and revision of existing employment policies and will be involved in Equality Impact Assessments. Meetings are held approximately once every 4 - 6 months and a feature in the employee newsletter, *Work4ce*, will aim to encourage more participants from under-represented groups.

16.2 Gender Equality in Employment

The Council is required to measure its performance in equality in employment and report this each year. The Accounts Commission then publishes statistics on the percentage of highest paid 2% and 5% of earners among council employees (excluding teachers) that are women. The following table shows the figures for the last 3 years:

Percentage of women employees in the top 2% of earners	Percentage of women employees in the top 5% of earners
2005/06	
Argyll and Bute: 27%	Argyll and Bute: 32%
Scotland: 32%	Scotland: 38%
2006/07	
Argyll and Bute: 28%	Argyll and Bute: 33%
Scotland: 34%	Scotland: 40%
2007/08	
Argyll and Bute: 26%	Argyll and Bute: 31%
Scotland: 36%	Scotland: 44%

In 2007/08 Argyll and Bute Council was ranked 29th out of 32 Councils for both Statutory Performance Indicators. The Council is committed to improving its ranking and with this in mind the issue was raised at a meeting of the Equality Forum in September 2008.

Initial discussions highlighted a number of issues including the timing and location of meetings and the reluctance of some staff to agree to job share at higher levels. These issues require to be examined in greater detail and strategies developed to address them.

The Council already has video conferencing facilities and these are widely available throughout the area. Greater use of them for meetings would reduce the need to travel and have the added bonus of helping the Council to reduce its carbon emissions.

In addition, following on from the Shared Services Diagnostic Project in 2008, a flexible, mobile and home-working pilot is currently being undertaken as part of the Council's Process for Change Programme within the Improvement Plan. A considerable number of jobs across the Council have already been identified as being potentially suitable for flexible working and this will also reduce the need for employees to travel as well as helping to improve their work-life balance.

A job share scheme and a flexi time scheme are already well established within the Council. In addition, the Council makes every effort to accommodate requests made under flexible working legislation from employees with childcare responsibilities or those with caring responsibilities for adults.

16.3 Training

Equality training is featured in the Council's Induction course for new employees. Many in-house courses also include elements of equality training: Recruitment and Selection, Customer Care, Disciplinary Procedures, and Supervisors Programme. These courses have been identified to target the areas of greatest need. Equality training for elected Members will continue to be provided. The Learning and Development Manager has responsibility for the Council's training programme.

We are developing training for Argyll and Bute Manager Competencies and equality is one of these. This will help to ensure that Managers are aware of emerging issues and best practice in terms of Equality and Diversity.

We are also discussing joint training or joint procurement of training with our Community Planning Partners in order to reduce costs.

The Council will continue to monitor attendance at training courses and requests for training through the PDR (Personal Development Review) process to help identify whether there is discrimination among employees. The Head of Strategic HR is responsible for ensuring that this is carried out.

The PDR process is used to identify individuals' training needs and managers will continue to ensure that employees complete equalities training as relevant to their role. We have identified that priority should be given to front-line employees and that training is tailored to the needs of their role, eg increasing understanding of religious and cultural issues for home helps who have personal contact with service users.

While we recognise the importance of equalities training to raise awareness and increase understanding, employees also need practical training to improve delivery of services to all members of the community, for example in the use of aids for disabled people, eg induction loop, and in cultural issues and how this impacts on personal care or leisure activities. With regard to this, consideration is being given to training Council employees as trainers to deliver on-site training, particularly to part-time staff who might have difficulty travelling to attend courses.

17 ACTION PLAN - EQUALITY DUTY REFERENCES

Each equality duty has requirements and each of these has been given a reference code. The reference code helps us to show in our action plan which actions relate to which requirements. These reference codes and requirements are listed below.

We have to pay due regard to the following requirements of the Race Equality Duty:

- R1 Eliminate unlawful discrimination
- R2 Promote equality of opportunity
- R3 Promote good relations between people of different racial groups

We have to pay due regard to the following requirements of the Disability Equality Duty:

- D1 Promote equality of opportunity between disabled people and other people
- D2 Eliminate unlawful discrimination
- D3 Eliminate harassment of disabled people that is related to their disabilities
- D4 Promote positive attitudes towards disabled people
- D5 Encourage participation by disabled people in public life
- D6 Take steps to take account of disabled people's disabilities, even where that involves treating them more favourably than other people.

We have to pay due regard to the following requirements of the Gender Equality Duty:

- G1 Eliminate unlawful sex discrimination
- G2 Eliminate unlawful harassment
- G3 Promote equality of opportunity between men and women

The requirements to eliminate unlawful sex discrimination and harassment also include discrimination and harassment on the basis of gender reassignment.

ARGYLL AND BUTE COUNCIL - SINGLE EQUALITY SCHEME 2009 - 2012

**INTERIM ACTION PLAN
PROMOTING EQUALITY FOR EVERYONE**

Equality Ref	Service outcome	Actions to achieve outcome	Success measures	Key dates	Lead	Risks
R2, R3, D1, D5, G3	Equalities is put into practice with increased involvement of all communities	Identify best ways for people to become involved	Implement engagement mechanisms for equality target groups	March 2010	Chief Executive	
		Extend capacity building work with communities and individuals to build confidence and skills				
D2, D4, D5, D6	More council information is presented in Plain English and / or Easy Read formats	Implement Communication Strategy	Improved accessibility of Council information	March 2010	Communications Manager	
		Establish Easy Read working group	Group involves people with learning difficulties			

Equality Ref	Service outcome	Actions to achieve outcome	Success measures	Key dates	Lead	Risks
		Produce documents in Easy Read format	X documents produced in Easy Read format			
R1, D2, G1	Services provided on Council's behalf or with Council support promote equality	Service providers ensure that employees have equality training	Improved services for people with disabilities, elderly (identified by customer satisfaction surveys)		Procurement	
D1, D5	Improved quality of life, social and learning outcomes for children affected by a	Providing or commissioning support services for children affected by a disability, including general community based support	Number of children with a disability receiving community based supports	2009 - 2011	Service Officer – Children with Special Needs	

Equality Ref	Service outcome	Actions to achieve outcome	Success measures	Key dates	Lead	Risks
	disability and their families	services, bespoke packages of home and community support, respite and residential care, in line with the principles of "Same as You".	Number of children affected by a disability supported to prepare for adulthood			
D1, D5	Increased involvement of equalities groups in service delivery and decisions on local services	Supporting Kintyre Forum on Community Care to provide health improvement opportunities to influence lifestyle behaviour changes and reduce health inequalities		2009 - 2011	Service Officer - Community Regeneration and Voluntary Support	

Equality Ref	Service outcome	Actions to achieve outcome	Success measures	Key dates	Lead	Risks
D1, D5	Improved information sharing and improved understanding by officers and Access Panel members	Improve engagement between Local Access Panels and officers from Roads and Amenity Services, Transport, Building Standards and Planning, to discuss the issues that are relevant and help improve what we do.	At least one meeting per year of each Access Panel to be attended by officer from Planning or Roads and Amenity Services or Transport	2010 and annually	Heads of Service: Planning, Roads and Amenity Services, Economic Development and Strategic Transport	
		HITRANS – Heads of Transport meetings link with local equality officers	Head of Service is provided with equality update prior to each HITRANS meeting		Head of Economic Development and Strategic Transport	

Equality Ref	Service outcome	Actions to achieve outcome	Success measures	Key dates	Lead	Risks
D1, D5	Improved access to Council buildings and services	Engage with local Access Panels (Council officers to attend at least one meeting per year of each Access Panel)	Positive feedback from disabled people's groups	March 2010 and annually	Head of Roads and Amenity Services; Head of Planning	
R1 R2 D1 G1	Vulnerable Adults at risk are safeguarded	Any concerns about safety and wellbeing of Vulnerable Adults are appropriately investigated.		December 2009	Service Manager, Mental Health	
		Co-ordinated inter-agency support is provided for Vulnerable Adults identified as being at risk.				

Equality Ref	Service outcome	Actions to achieve outcome	Success measures	Key dates	Lead	Risks
		The Adult Protection Register and other support systems are maintained to enhance joint working in protecting Vulnerable Adults.				
R1 R2 D1 G1	The life chances for Adults with Disabilities residing in care homes are improved	A range of appropriate placements for adults with disabilities who cannot live at home are available.		December 2009	Service Managers: Operations, Learning Disability, Mental Health	
		All adults with disabilities who are looked after have their needs assessed and suitable care planning arrangements are in place.				

Equality Ref	Service outcome	Actions to achieve outcome	Success measures	Key dates	Lead	Risks
		The proportion of adults with disabilities who are in community placements is increased.				
R1 R2 D1 D2 D3 D5 G1	Adults with Disabilities and their families are supported and given assistance to achieve full integration into society.	<p>assess needs of adults with disabilities</p> <p>assess needs of carers of adults with disabilities</p> <p>provide appropriate support arrangements to adults with disabilities</p> <p>develop and support a range of support provision for families with adults with</p>		December 2009	Service Managers: Operations, Learning Disability, Mental Health.	

Equality Ref	Service outcome	Actions to achieve outcome	Success measures	Key dates	Lead	Risks
		disabilities				
		co-ordinate inter-agency activity in providing support and early intervention for families.				
R1, R2 D1, D2, D5,D6 G1, G2, G3	Improved housing and support options for all equality groups	Equality Impact Assess revised LHS & Homeless Strategy. Update housing needs & demand assessments including needs of equalities groups & consult with partners/stakeholders.		March 2010	Community Support Development Manager	
		Consultation with young people about alcohol, focusing on		August 2009	Young Scot / Dialogue Youth Co-ordinator	

Equality Ref	Service outcome	Actions to achieve outcome	Success measures	Key dates	Lead	Risks
		Oban and Mull				
R1 to R3 D1 to D6 G1 to G3	Improved service provision within ICT & Financial Services in line with the needs of equality target groups	Liaise with Policy and Strategy regarding results from previous consultations with Equality Target Groups/Citizen's Panel		30 th June 2009	Accounting & Best Value Supervisor, ICT and Financial Services	
R1 to R3 D1 to D6 G1 to G3	Functions or services screened for adverse impact on equality target groups	Complete programme of Equality Impact Assessments and identify new policy areas or procedures for inclusion in the programme	Each service has completed current programme of Equality Impact Assessments and planned future programme	All by December 2009	Heads of Service	

Equality Ref	Service outcome	Actions to achieve outcome	Success measures	Key dates	Lead	Risks
R2, D1, G3	To identify areas of potential discrimination to assist in the elimination of discrimination and promote equality of opportunity in employment	Monitor employee data on equality strands with regard to equality of access to employment, training. Analyse trends.	Collect data on applicants via the Council's Vacancy Management System and analyse the results by gender, disability, race and age. Includes monitoring responses to media.	Dec 2009	Head of Strategic HR	Failure to recruit and retain high quality staff leading to inability to carry out functions and deliver services
		Collect data from existing employees by re-issuing equal opportunities monitoring form following article in <i>Work4ce</i> . HR staff to enter data into the Council's integrated HR/payroll system.	Data collected from existing employees. Positive response to <i>Work4ce</i> article. Information entered into Resourcelink.	April – June 2009		

Equality Ref	Service outcome	Actions to achieve outcome	Success measures	Key dates	Lead	Risks
			Analyse data and publish the results in Pyramid on a quarterly basis.	October 2009		
			Publish information on applications for employment, promotions, training, disciplines, grievances and terminations in Strategic HR's annual report.	May 2010		
R1,2,3 D1, 2,3,4,5,6 G1,2,3	Employment policies that meet the needs of all	Continued consultation with Equality Forum. The Forum will be consulted from the	Equality Forum Meetings held every 4 – 6 months	June 2009	Head of Strategic HR	Failure to recruit and retain high

Equality Ref	Service outcome	Actions to achieve outcome	Success measures	Key dates	Lead	Risks
	employees	outset on the development of new/revision of existing employment policies and will be involved in Equality Impact Assessing policies.	Article promoting the Equality Forum in March edition of Work4ce	March 2009		quality staff, leading to inability to carry out functions and deliver services
			Equality Forum attracts new members, particularly from under-represented groups.	April 2009		Failure to comply with legislation
			Equality Forum members are trained in Equality Impact Assessment	May 2009		
R1,2,3 D1, 2,3,4,5,6 G1,2,3	Improved knowledge and understanding of equality	Training for elected Members			Head of Democratic Services and Governance	

Equality Ref	Service outcome	Actions to achieve outcome	Success measures	Key dates	Lead	Risks
	among all levels of employees and elected Members	Training for senior managers - Argyll and Bute Manager Competencies			Learning and Development Manager	
		Training for employees - Training & Development: ensure that courses continue to be available on the Council's e-learning website, Learn-in-Bytes, and also face-to-face courses as required.	Set up a monitoring system to evaluate take-up of e-learning courses.	June 2009	Learning and Development Manager	
		Work with Community Planning Partners to identify joint training opportunities			Learning and Development Manager	

Equality Ref	Service outcome	Actions to achieve outcome	Success measures	Key dates	Lead	Risks
G1, G3	Equal pay for women and men working in equivalent jobs, or work of equal value	Ensure compliance with Equal Pay Policy Statement by carrying out an equality impact assessment of the new pay structure following conclusion of the Job Evaluation Appeals process	Face to face courses are readily available and are utilised by Council employees		Head of Strategic HR	
			Pay structure is reviewed	June 2010		
G1, G2, G3	Attract good quality employees of both genders and encourage applications from under-represented groups.	Monitor equal opportunities data received at the point of application to identify areas for improvement	Collect data on applicants via the Council's Vacancy Management System and analyse the results by gender, Includes monitoring responses to media.	Ongoing	Head of Strategic HR	

Equality Ref	Service outcome	Actions to achieve outcome	Success measures	Key dates	Lead	Risks
		Consult with women and men, including the Equality Forum, to identify ways to encourage good applicants.	Feedback from Equality Forum is researched and a strategy developed to address any issues.	December 2009		
		Conduct research to identify areas of best practice including contacting other Councils who have a higher percentage of female employees in the top 2% and 5% of earners.	Improved Corporate Equal Opportunity Performance Indicator	April 2011		

Equality Ref	Service outcome	Actions to achieve outcome	Success measures	Key dates	Lead	Risks
		Promote Homeworking/Flexible working policy on the Council's vacancy website.	Homeworking/Flexible Working policy is developed and promoted to all employees and prospective employees	June 2010		

DRAFT

Timetable of Equality Impact Assessments to be completed

Department	Assessment	Timetable	Comments
Chief Exec's Unit: Personnel	<ul style="list-style-type: none"> • Health and Safety • Personnel • Training and Management Services 	2008/09 2009/10 2010/11	
Chief Exec's Unit: Strategic Finance	BV Review of Strategic Finance – various actions	31/03/09	
Community: Planning and Performance	<ul style="list-style-type: none"> • Integrated Children's Service Plan 2008-2011 • Best Value Review of Social Work Admin • Local Housing Strategy 	31/03/09	
Community: Education	<ul style="list-style-type: none"> • Literacy • Numeracy 	31/03/09	
Corporate: ICT and Financial Services	<ul style="list-style-type: none"> ○ Benefits Administration ○ Sundry Debtors 	31/03/09 31/01/09	Benefits Administration postponed due to complexity of service delivery through multiple sites Sundry Debtors on hold until new debtors system introduced in January 2009

Department	Assessment	Timetable	Comments
Operational: Roads and Amenity Services	<ul style="list-style-type: none"> • Streetscene • Fortnightly Refuse Collection • Recycling / Waste Minimisation • Refuse Collection 	31/03/09	
Operational: Facility Services	<ul style="list-style-type: none"> • School Meals Provision • Health and Safety Policy Hungry4 Success • Leisure and Sports provision • Charging Policy 	31/03/09	
Development: Planning	DS03: European Unit activities DS09: Core Path Plan	28/02/09	
Development: Transportation and Infrastructure	DS08: Public/School Transport provision	31/03/09	