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THE MORAY COUNCIL
Educational Services

GENDER EQUALITY SCHEME

2007 - 2010



HAPPY TO TRANSLATE



EDUCATIONAL SERVICES GENDER EQUALITY SCHEME 2007 – 2010

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Appendix 1 Impact Assessment guidance and template

The Sex Discrimination Act 1975 has been amended by the Equality Act 2006 so that it now places a general duty on all public authorities, when carrying out their functions, to have due regard to the need to:

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

‘Due regard’ means that authorities should give due weight to the need to promote gender equality in proportion to its relevance. The greater the relevance of a function to gender equality, the greater regard should be paid to it.

As part of the duty, public authorities are required to have due regard to the need to eliminate unlawful discrimination and harassment in employment and vocational training for people who intend to undergo, are undergoing, or have undergone gender reassignment.

The Equal Pay Act 1970 gives an individual a right to the same contractual pay and benefits as a person of the opposite sex in the same employment, where the man and woman are doing:

- like work; or
- work rated as equivalent under an analytical job evaluation study; or
- work that is proved to be of equal value.

The employer will not be required to provide the same pay and benefits if it can prove that the difference in pay or benefits is genuinely due to a reason other than one related to sex.

The Council has specific duties under the Act to:

prepare and publish a Gender Equality Scheme showing how it intends to fulfil the general and specific duties and set out its gender equality objectives.

The Moray Council Gender Equality Scheme has been published independently from the Educational Services Gender Equality Scheme.

Education authorities have specific duties under the Act to ensure that each school under its management:-

- gathers information on the effect of its policies and practices in relation to the extent to which they promote equality between male and female pupils
- assesses the impact of its policies and practices, or the likely impact of its proposed policies and practices, on equality between male and female pupils
- provides the education authority with an annual report in respect of the information the school has gathered and the impact assessments conducted
- carries out such steps which the education authority proposes to take toward the fulfilment of its general duty
- maintains a copy of the education authority’s scheme. This Educational Services

Gender Equality Scheme sets out how The Moray Council, as an education authority, intends to address the strands contained in the new Gender Equality Duty which must be supported by an action plan.

The Duty came into force on 6 April 2007. This contained a specific duty for public authorities to publish a Gender Equality Scheme no later than 29 June 2007 and an Equal Pay Statement by 28 September 2007.

The total population of Moray at the 2001 Census was 86,940 with an almost 50% division between men and women. There are more females than males throughout Scotland in every Council area other than Shetland and Moray. The higher than average proportion of males in Moray is due primarily to the presence of two Royal Air Force bases in the area. This also has some impact on the age distribution of the population, increasing the numbers of young families and single people.

Ultimately, the Gender Equality Duty can be seen as recognition that despite thirty years of sex equality legislation too little has been achieved in eradicating sex discrimination and sexual harassment, unequal pay, pregnancy discrimination, occupational segregation and other gender inequalities. Women and men continue to experience disadvantage in the workplace, and boys' and girls' experiences in childhood can be very different due in part to persistent gender stereotyping and unequal treatment of the sexes.

Schools are where children spend a large proportion of their formative years and play a vital role in shaping people's attitudes, life chances and choices. Unfortunately there is still a great deal of gender inequality in the education system, both in terms of pupils' experiences and the teaching workforce. It is still the case that most school pupils choose their subjects, work experience placements and subsequent careers partly on the basis of gender stereotypes and there are also gender issues around behaviour management and exclusions, bullying and even uniforms.

Figures for Moray:-

Attainment levels 2005/2006	Male	Female
Standard Grade Foundation Level	91%	94%
Standard Grade Credit Level	32%	40%
Higher Level	37%	51%

The above attainment level statistics show that girls are out-performing boys in school, however subject and career choice along with caring responsibilities are pushing women into lower levels of the occupational groups .

Standard Grade selections for S4 pupils 2005/2006

	Male	Female
Art & Design	104	153
Music	97	111
Drama	45	117
Craft & Design	179	26
Science	38	40
Biology	111	262
Chemistry	179	193
Physics	225	79
Home Economics	17	70
Geography	221	167
History	182	178
Modern Studies	98	145

Administration	51	165
Computing Studies	145	60
Graphic Communication	108	44
French	183	247
German	182	144

Girls are twice more likely than boys to choose drama and biology, three times more likely to choose administration and four times more likely to choose home economics. Boys on the other hand are twice more likely to study computing studies and graphic communication, approximately three times more likely to study physics and approximately seven times more likely to choose craft and design. These gender stereotyped choices are reflected in most work placement choices below.

Work Placements 2005/2006

	Male	Female
Art & Design	4	7
Performing Arts	4	9
Hair & Beauty	1	75
Hospitality & Catering	42	24
Administration	45	40
Construction	131	2
Retail	69	31
Garage & Engineering	100	1
Animals	14	31
Farms/Land	44	4
Science	8	11
Caring	2	20
Leisure	13	10
Nursery Nurse/Playgroup	28	93
Teaching	39	121
Law	8	15
RAF	13	1

Choice in work placements highlighted that girls favoured hair and beauty, caring, nursery nursing and teaching. Boys on the other hand chose construction, garage and engineering, farms/land and RAF occupations.

This is reflected in career choice. The occupational groupings below show that approximately twice the amount of men compared to women are employed in associate professional and technical professions, seven times more likely to be employed as skilled traders, and three times more likely to work as process, plant and machine operatives. Women on the other hand are more than six times as likely than men to be employed in administrative & secretarial, eight times more likely to work in personal services and five times more likely to work in sales and customer services. Therefore more women than men are working in the lower paid and often part-time sectors of society.

The 2001 Census highlighted:-

Occupational Groups	Male	Female
Managers and senior officials	12.58%	8.38%
Professional	6.35%	8.31%
Associate professional and technical	20.95%	12.37%
Administrative and secretarial	3.17%	17.75%
Skilled traders	26.22%	3.6%
Personal service	1.84%	15.16%
Sales and customer service	2.97%	14.72%
Process, plant and machine operatives	14.48%	4.49%
Elementary occupations	11.45%	15.21%

The gender duty is intended to improve the situation for men, women, boys and girls by understanding its causes and making positive actions to address inequality.

Aims / Objectives 3

The Moray Council believes in, and is committed to, the principle of equality of opportunity. The Council recognises the diversity in the community and that all groups do not have the same resources, situations and needs. Therefore the Council must ensure that these issues are reflected in the planning, designing and improving of our services.

The Council aims to meet the general duty, to:

- eliminate unlawful discrimination and harassment
- promote equality of opportunity between men and women, boys and girls.

The objectives will be to:

- ensure that the promotion of equal opportunities is included in all policies, plans and working practices
- be a model employer and equip the workforce to promote equal opportunities
- report performance on gender equality in the annual Corporate Public Performance Report
- promote diversity and equality through Community Planning ensure that people are enabled to fully participate in consultations.

The Council, as an education authority, aims to ensure that each school under its management:

- gathers information on the effect of its policies and practices in relation to the extent to which they promote equality between male and female pupils
- assesses the impact of its policies and practices, or the likely impact of its proposed policies and practices, on equality between male and female pupils
- provides Educational Services with an annual Standards and Quality Report containing the information the school has gathered and the impact assessments it has conducted
- carries out such steps as Educational Services propose to take toward the fulfilment of its general duty
- maintains a copy of the Educational Services Gender Equality Scheme.

The gender equality duty aims to make gender equality central to the way that public authorities work, in order to create:

- better-informed decision-making and policy development
- a clearer understanding of the needs of service users, including children and young people
- better-quality services which meet varied needs
- more effective targeting of policy and resources
- better results and greater confidence in public services
- more effective use of the talent to be found amongst pupils, their parents/carers and staff.

The Council has reached an agreement on Single Status which was implemented in December of 2006. The agreement is compliant with equal pay legislation in respect of pay and other conditions of employment. As such a non-discriminatory grading structure has been implemented in Moray which ensures equal pay for work of equal value for all employees covered by the agreement.

In addition, the Council has an Equal Opportunities In Employment Policy which confirms the Authority's commitment to equality of opportunity and aims to ensure that no-one receives less favourable treatment or is discriminated against on account of their gender in aspects related to employment including recruitment, development and training.

Salary scales for Educational Psychologists, Music Instructors, Quality Improvement Officers and Educational Support Officers, Quality Improvement Managers, Head Teachers, Deputes, Principal Teachers, Chartered Teachers and Unpromoted Teachers are set nationally.

An Equal Pay Statement was published in September 2007.

Impact Assessments 5

The Council must outline its methods for assessing the impact of its policies and functions on gender equality. The purpose of impact assessment is both to ensure that decisions and activities do not disadvantage men or women, boys or girls and also to identify where they might better promote equality of opportunity.

All Council policies and functions must be prioritised for their relevance and importance in relation to the general duties and arrangements will be in place to investigate their impact.

Policies and functions will be impact assessed according to priority. If evidence suggests that any policy is likely to be discriminatory or otherwise inhibit progress towards equality of opportunity, then the assessment process will enable the Council to consider whether the policy can be modified to reduce any adverse impact or whether an alternative policy that better promotes equality could be adopted. Assessment guidance has been published to assist services to gather information on the effect of their policies and functions and also to assess their impact (**Appendix 1**).

Gathering, Using and Publishing Information 6

Information and outcomes from impact assessments, schools' Standards and Quality Reports and Schools' Improvement Plans will be used for consultation purposes, training staff and for preparing future action plans.

Performance indicators have been created by The Council to monitor impact assessments and HMIE have published Quality Indicators and advice to assist schools assess their policies and functions in order to meet their Equalities' duties.

These systems will operate as the measuring process to indicate what has been done against what was planned to be done. Further gender equality performance indicators will be created, by the Council, to indicate where further improvements can be made.

In addition to quantitative measures, for example:

- school performance statistics
- subject choices
- pupil work placements
- careers guidance and choices made
- monitoring of application procedures to posts in schools and Educational Services
- numbers of men and women represented at all levels of the workforce and in all areas of work

Educational Services will aim to collect qualitative information, for example:

- pupils' views on equality issues
- children and young people being able to demonstrate an understanding of equality issues
- pupils, parents, staff and stakeholders having opportunities to contribute to school planning
- complaints

Educational Services Officers working together with staff in schools, parents, stakeholders, the Work Experience Unit, Careers Scotland etc will help the Council identify gender concerns and highlight requirements.

Educational Services have a duty to publish an annual report in respect of the information that its schools have gathered and the impact assessments that they have conducted.

This Gender Equality Scheme will be reviewed and updated on a three-yearly basis.

CONSULTATION 7

To develop the Moray Council's Educational Services' Gender Equality Scheme and Action Plan, the views of children and young people, staff and parents were accessed regarding gender equality issues. Questionnaires were distributed to the whole secondary school population, children in Primary 3 – 7 classes and parents across the Keith Associated Schools' Group.

The questionnaires were drawn up by, a member of the Senior Management Team from Keith Grammar School, a teacher from Keith Primary School and the Local Community Network Officer for the Keith area.

Parents, children and young people were surveyed in terms of activities in the home, jobs, hobbies and subjects taught in school. School staff were surveyed in terms of subject suitability and choice, behaviour, challenging sexist comments etc. The results of the questionnaires were collated by one administration assistant from Keith Grammar School and one from the Local Community Network.

Additional data relating to exclusion from school, Looked after Children, Work Placements and subject choices were also collated for the academic year 2005/2006.

The draft Educational Services' Gender Equality Scheme/Action Plan was issued for widespread consultation throughout schools across Moray and with the relevant trade unions.

Adjustments were recommended and amendments made as appropriate. The Scheme was approved by the Educational and Social Services Committee on 28 November 2007.



Educational Services

Gender Equality Scheme



Educational Services, Gender Equality Scheme

Background

Following on from publishing its Disability Equality Scheme, Moray Council continues to meet its statutory duties in terms of Equality Legislation by publishing a Gender Equality Scheme that is recognisable as that of an education authority.

As well as publishing a gender equality scheme, education authorities also have a duty to ensure that each school under their management:

- gathers information on the effect of its policies and practices in relation to the extent to which they promote equality between male and female pupils;
- assesses the impact of its policies and practices, or the likely impact of its proposed policies and practices, on equality between male and female pupils;
- provides the education authority with an annual report, incorporated into the routine Standards and Quality report, in respect of the information the school has gathered and the impact assessments it has conducted;
- carries out such steps which the education authority proposes to take toward the fulfilment of its general duty; and
- maintains a copy of the education authority's scheme.

Gender Equality Scheme, Moray Council, Educational Services

Key Action Points	Related Targets	Time Scale	Action by	Measurable Outcomes
Promotion of equality of opportunity between boys and girls	<ul style="list-style-type: none"> Annual collation and analysis of statistical information (if applicable) such as: <ul style="list-style-type: none"> Attainment Exclusions Looked After Children Child Protection Register Work placements Subject choices Career choices School policies and functions are impact assessed in terms of all equality issues, including Gender Equality, using The Moray Council Equalities Impact Assessment Toolkit . This to be part of the normal, on-going, policy review process. Views of pupils regarding equality issues, including gender, are sought using a variety of methods. As far as possible, this should be incorporated into the normal routines/activities for pupils e.g. Pupil Councils, Individual Questionnaires, Pupil Focus Groups, Circle Time etc. 	<p>2008/09 by publication of S. and Q. report</p> <p>Beginning Session</p> <p>2008/09 School Improvement Planning</p>	<p>Schools: supported by</p> <ul style="list-style-type: none"> - Work Exp. Unit - Educational Services' Officers - Careers Scotland <p>Schools: supported by</p> <ul style="list-style-type: none"> - Educational Services' Officers 	<p>Information in relation to Gender Equality, ascertained through self-evaluation and analysis of statistical information, is included in Standard and Quality reports.</p> <p>Schools' policies and functions reflect gender equality issues.</p> <p>Schools' Improvement Plans reflect the accumulated evidence and illustrate the steps taken towards improvement in relation to equality issues including gender equality.</p>

Key Action Points	Related Targets	Time Scale	Action by	Measurable Outcomes
Elimination of discrimination on that is unlawful under the Sex Discrimination Act	<ul style="list-style-type: none"> • Planning , in relation to the following, ensures compliance with the Sex Discrimination Act: <ul style="list-style-type: none"> – Time tabling – Teaching Methods – Attainment – Behaviour Management – Subject choice – Work placements – Curriculum content 	2007/08	All schools: supported by - Educational Services' Officers	Schools' compliance with legislation is confirmed through evidence gathered as part of the routine self-evaluation process.
Elimination of harassment of children and young people that is unlawful under the Sex Discrimination Act	<ul style="list-style-type: none"> • Staff and pupil attitudes and those of the wider school community including parents and families, employers etc reflect the authority's commitment to equality and fairness. • Appointment procedures to posts in schools and Educational Services reflect the authority's commitment to Gender Equalities. 	By 2009	The Education Authority and its schools	<p>The authority's position on gender equality is publicised</p> <p>Staff and pupils are clear regarding the authority's position in terms of gender equality</p> <p>Staff and pupils feel able to comment on sexist remarks made by others</p> <p>Appointments to posts in schools reflect a greater balance between genders</p>

Key Action Points	Related Targets	Time Scale	Action by	Measurable Outcomes
Promotion of positive attitudes towards gender related issues	<ul style="list-style-type: none"> Gender awareness training is developed at authority level for all staff working with children and young people to include: <ul style="list-style-type: none"> Role of staff Behaviour expectations Discipline Achievement expectations Hidden curriculum – images and pictures Language gender neutral words Teaching Materials Bullying and sexual harassment Programmes of gender awareness developed for pupils to include: <ul style="list-style-type: none"> Bullying and sexual harassment Sexual stereotyping Careers guidance gives a full range of options with no differentiation between male and female employment 	2009	Educational Support Services	<p>As part of normal school routines, resources, accommodation and facilities are checked to ensure they do not contain images of or are associated with sexual stereotyping</p> <p>Bullying and harassment related to gender issues are treated in schools as any other form of bullying and harassment</p>
		2009	All school staff	Children and young people are able to demonstrate, through normal day to day school activities, an understanding of gender equality issues
		2009	Guidance Staff and Careers Scotland	Processes for determining young people's vocational training, work placements etc reflect non gender stereotyping

Key Action Points	Related Targets	Time Scale	Action by	Measurable Outcomes
Encouragement of participation by boys and girls in the full life of schools	<ul style="list-style-type: none"> Participation by both sexes in activities which traditionally would be seen as gender specific 	2008	Schools	There is evidence of equal opportunities for all children and young people to attend activities which had been previously regarded as suitable for a particular gender.
	<ul style="list-style-type: none"> Pupil involvement in planning at school level 	2007	Schools	All pupils have equal opportunity to contribute to school plans through a range of means at their disposal

APPENDIX 1

EQUALITIES IMPACT ASSESSMENT (EIA) GUIDANCE

Introduction

Statutory duties have been introduced to encourage a proactive approach to the promotion of equal opportunities. These duties are introduced by:

- The Race Relations (Amendment) Act 2000: The Race Equality Duty, enforced April 2001
- The Disability Discrimination Act 2005: The Disability Equality Duty, enforced December 2006
- The Equality Act 2006: The Gender Equality Duty, enforced April 2007.

Commission for Equality and Human Rights (CEHR)

- CEHR will begin on 1 October 2007
- Race, gender, disability AND sexual orientation, religion or belief and age
- Significant - first time there will be an enforcement body to take forward cases on sexual orientation, religion and belief and age.

The legislation for race, disability and gender requires us to carry out general and specific duties in relation to equality. Within this legislation it states a statutory duty to carry out Equalities Impact Assessments (EIA).

Please note the word ‘activity’ will be used throughout this guidance to cover any policy, procedure, strategy, proposal, function etc

What is an Equality Impact Assessment?

An EIA is a tool to improve the work of an organisation by making sure it does not discriminate and where possible, it promotes equality. It is a way to make sure staff think carefully about the likely impact of their work on equality groups and take action to improve strategies and initiatives where it has a negative impact. It involves anticipating the consequences of the Council’s activities on different sections of the community, making sure that, as far as possible, any negative impacts are minimised or eliminated and that opportunities for promoting equality are maximised.

Within this process each service should identify and include all of the activities it undertakes on behalf of the Council including the policies, procedures and strategies etc associated with that given activity.

An EIA should be conducted in the manner of a risk assessment, which involves predicting and assessing what the implications of the ‘activity’ are likely to be. All effort must be made to consider the impact on, as wide a range of people and their varied needs as possible.

Cross cutting issues may apply when assessing positive or negative impacts. Identifying any cross cutting issues will allow officers completing the EIA to pin point more accurately those people who could be particularly affected by any negative impacts that the ‘activity’ may have. This is important because cross cutting issues can act to heighten any potential disadvantages the equality target groups may experience. The effect of cross

cutting issues on negative impacts should be thought of as layers which have a compounding effect on each other making a person increasingly more vulnerable to discrimination.

Examples of cross-cutting issues:-

- Rural isolation and geographic location
- Low income
- Disability

Who should carry it out?

It is advised to conduct EIA by using a group of people who are aware of the activity and its associated policies etc, its intentions, and how it affects members of the public. Involvement could include policy makers, frontline staff, specialist staff, individuals from equality target groups etc.

- Utilise the knowledge and expertise of staff/management
- Analyse the outcomes of previous consultations
- Analyse previous complaints, comments, evaluations and monitoring processes
- Analyse research/reports; including new research being published
- Seek advice from internal/external specialists in related fields and/or those staff who have been involved in the implementation of previous 'activity' in the area under analysis

When should it be done?

Once all existing activities etc have been assessed an EIA should be carried out when:

- Developing a new policy, function, procedure etc
- Reviewing existing policies, functions, procedures etc

All managers are responsible for incorporating equalities into their areas of work.

An EIA is an ongoing process rather than a one-off exercise. The outcomes and recommendations of the assessment should be fed into the future developments of the activity. It is important to remember that any modification must also go through the EIA process.

Do not be deterred from continuing the EIA if there are deficits in information; note what they are and carry on to gain completion of the assessment. In some instances it may be that we do not know what the impact will be on every group.

Impact and Relevance

High relevance – implies that there is lots of evidence or concern about negative impacts on different groups.

Medium relevance – implies that there is some evidence or concern about negative impacts on different groups.

Low relevance – implies that there is little evidence or concern about negative impacts on different groups.

No relevance – implies that there is no evidence or concern about negative impact on different groups

Consultation

All EIA should include consultation with relevant stakeholders to ensure that no unjustified negative impact on any particular group or groups of people occurs.

An equalities consultation forum is being developed corporately to scrutinise all impact assessments, in addition to any consultation departments carry out.

Recommendations and Monitoring Procedures

It is essential that the recommendations elicited from the EIA are acted upon, this will involve the development of an action plan with named lead officers and time-scales.

A copy of all signed EIA must be sent to the Equal Opportunities Officer.

Glossary of terms (with examples where appropriate)

Impact Assessment: The goal of impact assessments is for the authority to be enabled to gauge, audit and assess how the existing or proposed 'activity' will effect communities including equality groups.

'Activity': is everything that we do as an employer and service provider. We must identify and impact assess all the activities that we undertake on behalf of the Council including the policies, procedures, strategic plans, projects, proposals for service provision/change, care plans, service plans, single shared assessments, carer assessments etc. associated with that given activity.

Positive Impact: A positive impact is an impact that could improve equal opportunities and / or relations between different groups. Positive impacts are permissible but you must always be able to demonstrate that positive impacts are justifiable in law and do not amount to discrimination for any other group.

Negative Impact: A negative impact is an impact that could disadvantage one or more groups. This disadvantage may have a greater impact on one group than another.

Direct Discrimination: Treating a person less favourably than another on any grounds, including those of race, disability, gender, sexual orientation, religious belief or age.

Example: A forklift operator discovers that her male job-share partner is being paid a higher salary than she is although they both have the same range of skills and experience and perform the same tasks. When she approaches her manager to ask why this is the

case she is told that the other member of staff is more senior in age than her; and it has always been company policy to pay those who are older in age more money. This comes under the Employment Equality Act (Age) Regulations 2006 and may also come under the Equal Pay Act (1970) if it is found that only more “senior” male forklift operators are paid more.

Indirect Discrimination: The application of a ‘provision, criterion or practice’ that puts groups of people or individuals at a particular disadvantage and can not be shown to be a proportionate means of achieving a legitimate aim.

Example: A security firm advertises for staff and includes a height requirement of 6ft 2ins. This is indirect discrimination because men are normally taller than women, therefore the height requirement puts women at a particular disadvantage when compared to men. This also discriminates against races where men and women are on average smaller in stature, e.g., those of Chinese decent. Comes under Gender Equality and Race Equality. The legislation underpinning these are the Sex Discrimination Act (1975) amended (1986). Also comes under the Race Relations Act 1976 and Race Relations (Amendment) Act (2000).

Harassment: Harassment is conduct that violates a person’s dignity or creates a hostile, intimidating, degrading, humiliating or offensive environment.

Example: A lecturer whose son is gay and attends the College where his father works, frequently has comments made to him by both staff and students on his son’s sexual orientation. Comes under the Human Rights Act (1998) and the Scotland Act (1998).

Victimisation: Victimise a person because they have made or intend to make a complaint or seek to ascertain the right they have or, have given or intended to give evidence in relation to a complaint of discrimination.

Example: A worker gives evidence for a colleague who has brought an Employment Tribunal claim against the organisation of discrimination on the grounds of race. When the worker applies for a promotion to a management position, his manager tells him that they are rejecting his application because he is viewed as a “troublemaker” and, consequently, not suitable management material. Comes under the Human Rights Act (1998) and the Scotland Act (1998).

Equalities Impact Assessment

Please note the word 'activity' will be used throughout this guidance to cover any policy, procedure, strategy, proposal, function etc

Column 1 – What is the overall service area that you are assessing? Is it the whole department or the area of work that you are responsible for?

Column 2 – Are there sub-services / areas under the overall service? If so what are they?

Column 3 – What are the specific activities under each of these service areas?

Column 4 – Who is responsible for delivering this activity?

Column 5 – What does this activity do? What is its primary purpose? Is it aimed at all groups or sections of society?

Column 6 – Which groups of the population do you think will be affected by this activity? Please indicate whether high, medium or low in column 7.

State overall service area	State sub-service areas	Title of 'activity'	Who are the main department(s) / people involved in delivering this activity?	What are the intended outcomes of the activity? How does the service user use this service?	Please indicate the groups that you believe could be affected by this activity is of high, medium or low relevance? Those high or medium will be assessed in-depth on p 7 & 8	Please state whether high, medium or low relevance.
					Race & ethnic* minority people (incl. travellers)	
					Gender (or transgender)	
					Disabled people	
					People in religious/faith groups	
					Older people, children and young people	
					Lesbian, gay, bisexual and transgender	
					Below are optional non-statutory groups to assess if there is an impact	
					Homeless people	
					People with mental health problems	
					People involved in the criminal justice system	
					People of low income	
					Staff	
					All of the above	

Participants involved in this equalities impact assessment. Who is carrying out this assessment - policy makers, front-line staff, specialist staff etc? Who has been involved?	Were any equalities groups consulted. Give details if so. Impact assessments will be passed to the equalities forum via the Equal Opportunities Officer	Were any community groups consulted. Give details if so	Details of any other evidence used to assist this assessment. What else have you used to inform this assessment ie surveys, statistics, general information?
Is there additional information or evidence required to assist with this assessment?			

Things to look for in all documents:-

- Language used – it is recommended that plain English be used as far as is practicable, and that the “document” is available in other languages and/or formats if requested”.
- Layout of document – Arial 12 is used and formatting should be consistent avoiding unnecessary “clutter” e.g., underlining, use of boxes.
- Terminology – be aware of using terminology that can be construed to be offensive, e.g. “poor” people; “deaf and dumb”.

Completing only the groups that have been prioritised as high or medium on page 5:-

Consider all the:-

Positive impacts (Column B)

A positive impact is an impact that could improve equal opportunities and / or relations between different groups. Positive impacts are permissible but you must always be able to demonstrate that positive impacts are justifiable in law and do not amount to discrimination for any other group.

- Within your activity, what positive initiatives, services etc are already in place i.e. translation and interpretation services?
- Look at the activity and examine how it will be used by each of the groups based on your assessment and decide if you are positively discriminating in some areas.
- Which, if any, equality group is affected positively by these activities? How do you know?

Negative impacts (Column C)

A negative impact is an impact that could disadvantage one or more groups. This disadvantage may have a greater impact on one group than another.

- What gaps exist which could have a negative impact?
- Can it be accessed by all groups equally or are there negative impacts at the moment which need to be addressed?
- Which equality group, if any, is affected by these gaps?

Equality Group	Column B Positive impacts of policy or function. What we've got in place.	Column C Negative impacts of policy or function. What we need to put in place.
<ul style="list-style-type: none"> • Black & Ethnic Minority people (incl. gypsy/ travellers, refugees & asylum seekers) 		
<ul style="list-style-type: none"> • Gender 		

Equality Group	Column B Positive impacts of policy or function. What we've got in place.	Column C Negative impacts of policy or function. What we need to put in place.
<ul style="list-style-type: none"> Disabled people 		
<ul style="list-style-type: none"> People in religious/faith groups 		
<ul style="list-style-type: none"> Older people, children and young people 		
<ul style="list-style-type: none"> Lesbian, gay, bisexual and transgender 		
<ul style="list-style-type: none"> Homeless people 		
<ul style="list-style-type: none"> People with mental health problems 		
<ul style="list-style-type: none"> People involved in the criminal justice system 		
<ul style="list-style-type: none"> People of low income 		
<ul style="list-style-type: none"> Staff 		

Notes



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