



NINESTILES
ACADEMY TRUST

Ninestiles Academy Trust Mission Statement

Ninestiles Academy Trust will be nationally and internationally acknowledged as a high achieving, innovative and exciting group of schools which recognise and respect the richness and diversity of their communities. The trust will be structured and resourced to meet the needs of 21st century students and pupils. Within a caring environment, we will develop and reinforce the values, skills and attributes which promote good citizenship and lifelong learning. Parents, directors and councillors, and the wider community will work in partnership with our committed, appropriately skilled workforce and our students and pupils, to ensure that high quality learning takes place.

Outcomes will be outstanding.

Policy title	Equality and Diversity (staff and Academy officials)
Rationale	<p>This Equality and Diversity Policy represents a commitment to a common set of values and objectives, and to a consistent approach to communicating, implementing and monitoring the policy.</p> <p>Aims All academies within the Ninestiles trust are committed to advancing and achieving equality of opportunity for all students, parents /carers / associated persons, staff, directors, councillors and visitors. We believe that all people are of equal value and are entitled to equality of opportunity and that our diversity enriches our community.</p>
Policy statement	<p>Scope This policy encompasses the following protected characteristics:</p> <ul style="list-style-type: none">• age• disability• gender reassignment• pregnancy and maternity• race• religion or belief• sex• sexual orientation• marriage and civil partnership

Values, principles and standards

Equality of opportunity is fundamental to good practice in education, in which fairness of opportunity for all is a basic right. This policy is therefore underpinned by the following values, principles and standards:

- equality and social justice
- acknowledging and valuing diversity
- respect for others
- compliance with equality legislation
- elimination of all forms of prejudice and unfair discrimination
- active challenge to stereotypes, prejudiced attitudes and unfair discriminatory
- behaviour
- commitment to inclusive education which enables and supports all pupils and students to develop their full potential
- commitment to the positive development of all staff and academy officers
- accountability for compliance with this policy by all members of the school, Academy communities and others engaged in Academy activities.

Objectives

The objectives of this Equality and Diversity Policy are to:

- (i) develop an ethos which respects and values all people
- (ii) actively advance equality of opportunity
- (iii) prepare students for life in a diverse society
- (iv) promote good relations amongst people within the academies community and the wider communities within which we work
- (v) eliminate all forms of unfair indirect and direct discrimination, bullying, harassment, victimisation or other oppressive behaviour
- (vi) deliver equality and diversity through our Academies policies, procedures and practice
- (vii) make reasonable adjustments and do our utmost, within available resources, to remove barriers which limit or discourage access to Academy provision and activities
- (viii) take positive action to provide encouragement and support to individuals and groups whose progress has been limited by protected characteristics, stereotyping and cultural expectations
- (ix) monitor the implementation of equality and diversity within the Academies
- (x) set targets for improvement and evaluate the impact of equality and diversity action in achieving our goals.

Communication of Equality and Diversity Policy

We will take active steps to communicate this Equality and Diversity Policy to all students, parents/carers/associated persons, staff, governors, partners, stakeholders, contractors and visitors to the academies.

Responsibilities and accountabilities

The trust Board are responsible for:

- making sure the Academies follow all of its equality and diversity policies and codes, and meets its legal responsibilities with respect to equality

The Principal is responsible for:

- giving a consistent and high-profile lead on equality and diversity
- advancing equality and diversity inside and outside the Academy
- ensuring policies and procedures are in place to comply with all equality legislation
- ensuring that the Academies implement its equality and diversity

	<p>policies and codes of practice</p> <p>Academy leaders (for example senior, subject and pastoral leaders) are responsible for:</p> <ul style="list-style-type: none"> • putting the Academy equality and diversity policies and codes into practice • making sure that all staff know their responsibilities and receive the support and training necessary to carry them out • following the relevant procedures and taking action in cases of unfair discrimination, harassment, bullying or victimisation <p>All staff (teaching and non-teaching) are responsible for:</p> <ul style="list-style-type: none"> • promoting equality and diversity, and avoiding unfair discrimination • actively responding to any incidents of unfair discrimination, related to protected characteristics perpetrated by students, other staff or visitors • keeping up-to-date with equality law and participating in equal opportunities and diversity training <p>Students are responsible for:</p> <ul style="list-style-type: none"> • respecting others in their language and actions • obeying all of the Academy equality and diversity policies and codes
Monitoring and review	<p>This Equality and Diversity Policy has been approved and adopted by the Ninestiles Academy Trust. A task group will review the policy in line with the model Equalities Framework (see Appendix 1) at the implementation of this policy and thereafter every three years (or when there is any change to a related policy or area of expenditure), or as required to ensure it remains compliant with Equality legislation.</p> <p>Monitoring the implementation of this policy is the responsibility of each local Academy Council.</p>
Links	<p>Equality Framework Staff Code of Conduct Safer Recruitment</p>
Staff responsible	The leadership of each academy council
Committee responsible	Board of Directors
Date approved	February 2016
Review date*	February 2018

**Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and referred to the next academy council meeting*

Knowing your communities

Developing Understanding the importance of equality	Achieving Delivering better outcomes	Excellent Making a difference
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Collecting information

<p>1.1 The organisation has gathered and published information and data on the profile of its communities and the extent of inequality and disadvantage.</p>	<p>2.1 Relevant, proportionate and appropriate information is being gathered about the local communities and their protected characteristics</p>	<p>3.1 A comprehensive set of information about local communities/protected characteristics needs and outcomes is regularly updated and published and used to identify priorities for the local area.</p>
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Questions to ask in self-assessment for knowing your communities: collecting information

<p>Is the organisation clear about what sources of information (both local and national) are relevant and useful? Is the organisation aware of what information is already being collected – internally and by its partners, including voluntary and community sector stakeholders? What information has been gathered and published?</p>	<p>How is information disaggregated and analysed on the basis of different communities, including those sharing protected characteristics? Are national and regional data used and analysed? Is information from ward councillors gathered in a systematic way? How are equality gaps identified and measured? What plans are there to plug gaps in data? Is information about education inequality being captured?</p>	<p>Does the organisation have a sophisticated understanding of the difference between the equality profile of their local area and how that translates to inequalities for different groups? How are changing needs identified, prioritised and met across a wide range of services and outcomes by, for example, referring to the Equality and Human Rights Commission’s Equality Measurement Framework? How often is data updated and used to set priorities across the organisation and in different services, by geographical area and by protected characteristic? Is there evidence of a continuous improvement of the quality of the data?</p>
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Analysing and using information

<p>1.2 Systems are being developed to collect and analyse soft and hard data/intelligence about communities, their needs and aspirations.</p>	<p>2.2 Information and data is collected, disaggregated and analysed to support the assessment of local need. Appropriate mechanisms are in place to monitor performance and inform equality objectives and service planning, commissioning and decision making.</p>	<p>3.2 Up to date and comprehensive equality data is used regularly to plan and assess impacts of decisions. Performance is monitored against equality objectives and outcomes including commissioned services, with key education partners and other stakeholders</p>
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Questions to ask in self-assessment for knowing your communities: analysing and using information

<p>Is the organisation developing and improving systems for collating and analysing the different sets of data being collected? How will information be collected by front-line staff or key decision makers and taken account of? How well do people from protected groups fare compared to others?</p>	<p>How frequently is data gathered and analysed? How is it used to inform the setting of objectives? Is information disaggregated in a meaningful way, by relevant protected characteristic and other factors (such as deprivation or rurality) and analysed on a regular basis? How is information used to identify and prioritise on the basis of need? Is information used</p>	<p>How is the achievement of outcomes measured? What evidence is there of gaps being narrowed? How is performance measured? Have relevant equality objectives been set? Are these regularly monitored? How are equality outcomes for commissioned services monitored?</p>
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effectively to inform timely and effective decision-making, for example as part of impact assessment/ risk assessment, giving due regard to the public sector equality duty?

Sharing information between partners

1.3 Plans are in place to collect, share and use equality information with partners.	2.3 Relevant and appropriate information and data is mapped, disaggregated and used with partners, to assess needs and priorities and set equality objectives.	3.3 Partners are able to identify changes in community profiles, needs and outcomes and adjust equality priorities accordingly
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Questions to ask in self-assessment for knowing your communities: sharing information between partners

Is the organisation working with its partners to ensure information is shared effectively? How do partners ensure efficient collection of data that avoids duplication?	Is the organisation working with partners to address identified gaps in information? Is data disaggregated using the same or similar categories? How is the information being shared to inform and achieve equality outcomes for the area? Are there robust and effective protocols in place for sharing information between partners and to ensure data protection?	How is the organisation working with partners to ensure that changing needs are identified and met? How timely, relevant and accessible is the information? Can voluntary and community sector partners/education colleagues and stakeholders access and use the information? How is data, including information about education inequality, developed and shared/ promoted across the organisation and with partners?
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Leadership, partnership and organisational commitment

Developing Understanding the importance of equality	Achieving Delivering better outcomes	Excellent Making a difference
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Leadership

1.4 The political and executive leadership have publically committed to reducing inequality, fostering good relations and challenging discrimination.	2.4 Political and executive leaders demonstrate personal knowledge and understanding of local communities and continue to show commitment to reducing inequality. The organisation can demonstrate its commitment to equality in decision making and how this informs the way it responds to challenges	3.4 The organisation is able to show how they have made sure that even when making difficult decisions they continue to have clearly articulated and meaningful commitment to equality. Leaders have gained a reputation within the community and with all of its partners for championing equality, balancing competing interests and fostering good relations.
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Questions to ask in self-assessment in leadership, partnership and organisational commitment: leadership

Is leadership on equality demonstrated in a way that is recognised and understood by the organisation and local communities? How have Leaders shown their commitment?	How do leaders demonstrate knowledge and commitment? Do senior leaders 'walk the talk'? What is the evidence that informs their decision making?	Do senior leaders own and demonstrate clear knowledge of local equality priorities and how and why they are being addressed? Do they act as ambassadors for the equality agenda? Do they personally challenge inequalities and drive an improvement agenda?
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Local vision and priorities

1.5 Decision makers understand what 'equality' means and why it matters locally. Partnership working arrangements are being reviewed with the voluntary and community sector and the	2.5 Shared equality priorities, objectives and outcomes for the local area are understood and acted on at all levels within the organisation. There is a coherent, shared vision of equality for the local area, with clear priorities	3.5 The organisation can demonstrate success in working with partners in the public, private, community and voluntary sectors to address equality priorities, which are reviewed on a regular basis.
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wider community to ensure that local equality priorities are addressed

which have been agreed and understood by all key stakeholders, including the voluntary and community sector.

Decision makers in the organisation are active in driving the equality agenda forward.

Questions to ask in self-assessment in leadership, partnership and organisational commitment: local vision and priorities

Which documents capture the commitment of the organisation and partners to equality?

Is there a clear shared vision for the area?

Can staff, the community or the voluntary and community sector give any good examples of improved outcomes/ reduced inequality/ improvements in education inequality?

Are equality objectives reflected in local strategic planning?

How do the organisation and its partners monitor, review and evaluate performance against equality priorities, including inequality and education inequality?

What review mechanisms are in place?

Does this contribute directly to the development of the organisation's objectives?

Is there any cross-organisational learning taking place?

Equality objectives

1.6

2.6

3.6

Equality objectives for the organisation have been set and published in accordance with the requirements of the specific duties to support the public sector Equality Duty.

Specific and measurable equality objectives have been integrated into organisational strategies and plans and action is being taken to achieve them. Outcomes are measured and monitored regularly by senior leaders.

The organisation can demonstrate a clear link between meeting their equality objectives and positive outcomes for its communities.

Questions to ask in self-assessment in leadership, partnership and organisational commitment: equality objectives

Has the specific duty to publish equality objectives been met?

How are equality objectives integrated into organisational strategies and plans?

What evidence is there of improved outcomes?

Is this underpinned by robust equality analysis?

Is there evidence of a link between equality objectives, business planning and performance management? How is progress monitored and reviewed? How often?

Are actions to achieve priority outcomes reviewed and regularly updated?

What steps are taken if deficiencies are identified?

How are stakeholders and staff involved in the monitoring?

Monitoring and Scrutiny

1.7

2.7

3.7

Appropriate structures are in place to ensure delivery and review of equality objectives.

The setting and monitoring of equality objectives is subject to challenge.

The organisation uses the scrutiny process as a driver for change. The organisation benchmarks its achievements against comparable others and shares its experience in developing good practice.

Questions to ask in self-assessment in leadership, partnership and organisational commitment: monitoring and scrutiny

Who are the decision makers for delivering the agenda?

How are the public involved?

Does the organisation assess its performance and outcomes against comparable organisations?

Is there an appropriate and accountable leadership group/ board/ forum who have responsibility for the equality agenda?

How are progress and responses reported?

What review mechanisms are in place?

Are there resources for supporting equality work?

What outcomes and priorities have changed as a result of Scrutiny review?

Is the organisation approached on a regular basis to provide examples of, or showcase good practice?

1.8

2.8

3.8

Communications promote a clear commitment to advancing equality and fostering good relations across all local communities.

The organisation uses its communications to deliver its equality priorities, respond to the needs of its communities and foster good relations.

Through effective and consistent communications the organisation has gained a reputation within the community and with all partners for championing and improving equality

outcomes, balancing competing interests and fostering good relations.

Questions to ask in self-assessment in leadership, partnership and organisational commitment: effective communication

How does the organisation communicate its commitment to promoting equality?

Is there evidence that publications reflect the organisation's commitment to equality and fostering good relations?

How does the organisation promote a positive narrative around equality and good relations across the whole community?

Are there any examples where the organisation and its partners have had to take unpopular decisions but still managed to keep local communities on board?

Has the organisation taken steps to counter negative stereotypes or dispel myths?

Can staff, the community or the voluntary and community sector give any good examples of how effective communication has enabled the organisation to prevent or manage tensions between different equality groups? What is the organisations role in ensuring that all stakeholders collectively manage the conflicting needs of their communities?

How do they go about negotiating and changing priorities?

Commissioning and procuring services

1.9

The organisation ensures that procurement and commissioning processes and practice take account of the diverse needs of clients, and that providers understand the requirements of the public sector Equality Duty.

2.9

Mechanisms are in place to ensure that equality standards are embedded throughout the procurement cycle.

Requirements are consistently achieved by suppliers and are monitored effectively.

3.9

The organisation can demonstrate that commissioned/ procured services are helping it achieve its equality priorities.

Questions to ask in self-assessment in leadership, partnership and organisational commitment: commissioning and procuring services

Is guidance available on the equality requirements for the procurement and commissioning process?

Are there standard equality clauses for contracts?

How do specifications take account of the different needs of users, for example through equality analysis/ impact assessments?

Are monitoring requirements built into contracts to ensure equality issues are addressed?

How is performance measured through sub-contracting arrangements?

Is there evidence that provision is being monitored using quantitative and qualitative analysis, and the results considered and analysed by both supplier and client?

Is there evidence of providers meeting the organisations equality objectives?

Do providers understand and can they articulate a commitment to equality?

1.10

Structures are in place within the organisation and across partnerships to understand community relationships and map community tensions.

2.10

The organisation and its partners have a strong understanding of the quality of relations between different communities and collectively monitor relations and tensions.

The organisation and its partners are actively engaged in planning and delivering activities that foster good relations.

3.10

The organisation takes a sophisticated approach to fostering good relations which has resulted in measurable improvements in relationships between diverse communities.

Questions to ask in self-assessment in leadership, partnership and organisational commitment: fostering good relations

Are there joint partnerships responsible for monitoring community tensions?

How does the community safety strategy address this area?

Do leaflets/ posters/ communications/ events promote positive relations?

Are, for example, harassment and hate crimes are monitored and analysed regularly, and appropriate action is taken to address the issues that have been identified?

What data is available, and is it disaggregated to cover the protected characteristics?

How frequently is it analysed and acted upon? Have

What information is available to show there has been an improvement?

Has the organisation been asked to work with others to improve performance on fostering good relations between diverse communities

there been any changes?
How are stakeholders and communities involved in the monitoring?

Involving your communities

Developing	Achieving	Excellent
Understanding the importance of equality	Delivering better outcomes	Making a difference
Engagement structures		
<p>1.11 Inclusive community engagement structures are being developed throughout the organisation.</p> <p>Questions to ask in self-assessment in engagement and satisfaction: engagement structures What engagement structures are in place? How well are protected groups engaged? Has the published standards on effective and inclusive engagement?</p>	<p>2.11 Engagement mechanisms and structures are in place to involve equality stakeholders and scrutinise service delivery, decision-making and progress.</p> <p>How well does the organisation know its different communities? How are people from protected group encouraged and enabled to participate? Are a range of methodologies used? Have any priorities been changed? On what evidence/basis? How is the organisation ensuring that particular groups are not being over consulted, and that there is an increase in the involvement of underrepresented groups?</p>	<p>3.11 There are a range of sophisticated engagement structures that result in both formal and informal interactions between the organisation and its diverse communities.</p> <p>Are there a range of innovative approaches to involving communities? What arrangements are made to meet specific or individual needs? Are vulnerable people/ communities participating and are their satisfaction levels at least as high the average? Is there evidence continuous improvement in community involvement? Is there evidence that mainstream engagement mechanisms are increasingly involving previously under-represented groups?</p>
Effective engagement		
<p>1.12 The organisation creates opportunities for a range of communities to be involved in decision making.</p> <p>Questions to ask in self-assessment in engagement and satisfaction: effective engagement Is the organisation clear about different levels of engagement (i.e. informing, consulting, participating, co-producing) and when these are appropriate? Can the organisation evidence examples of these opportunities?</p> <p>Is there evidence that the gaps in involvement structures are understood and being addressed?</p>	<p>2.12 The organisation engages with all its communities when making decisions, including those with protected characteristics.</p> <p>Does the organisation use community engagement effectively to inform decisions? How involved are staff, the community and voluntary sector and the wider community? Are there processes and plans throughout the organisation and with partners to increase stakeholder and voluntary and community sector involvement in informing priorities? How is feedback given, and how often? How are people in the community able to challenge, and how are their views taken account of?</p>	<p>3.12 Communities from across the protected groups are actively participating in and influencing decision making.</p> <p>How are communities encouraged or supported to influence or make decisions? Are staff and stakeholders able to describe levels of influence within the community and changes made as a result? How are key decision makers involved in the engagement process? Is evidence available that shows the organisation is able to be decisive and confident about difficult decisions?</p>

Working in partnership

1.13 Shared engagement structures/mechanisms are in development with partners. What shared engagement structures/mechanisms are in place? Is guidance in place that sets standards for working in partnership? Does this include sharing engagement activities?	2.13 Partners work together to avoid 'consultation overload' by engaging collectively/sharing information and results of engagement activities. Are there any examples where the organisation and partners have engaged collectively / shared information and results of engagement activities? How does the organisation map consultation to understand overlap?	3.13 The organisation works to drive improvement in involvement across all partnerships. Is there evidence of partnership arrangements leading to improved outcomes in participation? Are partners open to challenge and constructive criticism?
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Participation in Public Life

1.14 The organisation has a clear understanding of the level of participation in public life by different communities/protected characteristics.	2.14 Local people are encouraged to participate in public life or in other activities where they are under-represented.	3.14 There is an improvement in the participation rates of under-represented groups in public life. Organisations can demonstrate real improvement rather than just describing their work. The organisation can demonstrate that people across a range of protected characteristics are able to influence decision making.
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Questions to ask in self-assessment in leadership, partnership and organisational commitment: participation in public life

What information/data is gathered about the extent of involvement in public life?	How is the organisation actively informing and involving local people, including under-represented groups, about civic and public participation opportunities? Has any outreach work or public campaigning been undertaken?	What improvements have been achieved? Are more people from under-represented groups participating across a wider range of activities? Are decision makers from a wider range of backgrounds Do people feel satisfied that they have been listened to/involved? How are you influencing wider-representation?
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Responsive services and customer care

Developing	Achieving	Excellent
Understanding the importance of equality Equality analysis/ impact assessment 1.15 The organisation has an agreed approach to conducting equality analysis/ impact assessment of policy and service decisions	Delivering better outcomes 2.15 Equality analysis/ impact assessment is integrated systematically into planning and decision making across the organisation.	Making a difference 3.15 The organisation can demonstrate improvements in equality outcomes are being delivered as a result of effective equality analysis/ impact assessment, and can demonstrate how negative impacts have been mitigated.

Questions to ask in self-assessment in responsive services and customer care: equality analysis/ impact assessment

Is there a corporate framework and / or guidance for equality analysis/ impact assessment?
Is training and support on equality analysis/ impact assessment available?

Is there senior level commitment to using and understanding equality analysis/ impact assessment to inform planning and decision making?
Are the organisation's assessments accessible, robust and meaningful?
Are the findings, recommendations and conclusions shared effectively to inform decisions and planning?
Are mitigating actions identified where appropriate?

Can the organisation demonstrate how equality analysis/ impact assessment has been used to identify needs and improve outcomes/ reduce inequality?
Can the organisation provide evidence of how or where equality analysis/ impact assessment has informed decision-making and facilitated different, tailored services that have improved outcomes?

Integration into business planning and delivery

1.16
Structures are in place to ensure equality outcomes are integrated into business objectives.

2.16
Equality objectives are integrated into plans across the organisation, with progress towards them monitored regularly by key decision makers.

3.16
The organisation can demonstrate that improvements and equality outcomes are being delivered across the business.

Questions to ask in self-assessment in responsive services and customer care: integration of equality analysis into business planning and delivery

Are service plans monitored regularly to ensure that equality objectives are being met? Who by?
Is equality analysis fed into planning and assessment?
Do customer care policies highlight the needs of protected groups?

How do your objectives address inequality and equality gaps?
How are the needs of protected groups taken account of?
Do the objectives have specific timescales?
Have resource implications been properly assessed?
In what ways do key decision makers demonstrate that they continuously monitor, review and evaluate performance for equality objectives/
Is equality integrated into the performance management?

Is it clear who the service users are?
Have gaps been identified in terms of who may not be using the service and why?
Has action been taken to change services in response?
Do business plans review past performance, demonstrate how past objectives have been achieved, review performance and set new objectives?
What evidence is there of improved or improving outcomes, disaggregated where appropriate to demonstrate the effects on different communities/protected groups?

Accessible services

1.17
The organisation has systems to collect, analyse and measure data on how all sections of the community are able to access services.

2.17
Access to and appropriateness of services is monitored regularly by senior leaders and decision makers.

3.17
There is increased satisfaction with services amongst all users, including those with protected characteristics.

Questions to ask in self-assessment in responsive services and customer care: accessible services

Do services carry out any mapping exercises to identify and review current participation and to highlight gaps?
How does the organisation collect data about users' satisfaction with its services?
Is the mapping and satisfaction data collected disaggregated by different equality groups or vulnerable communities?

How do senior leaders and decision makers demonstrate that they continuously monitor, review and evaluate access to services?
Is data about access to services and user satisfaction used in equality analyses/ equality impacts assessment?
Is there a scrutiny/ evaluation process in place?

Is there any evidence of how levels of satisfaction have improved over time?
How representative are the users of the service?
Are there any examples of different customers' experiences being analysed and acted upon?

Human Rights

1.18
Appropriate mechanisms are in place to ensure that human rights considerations are identified when

2.18
Human rights issues are understood and considered when delivering services to customers and clients.

3.18
The organisation has taken steps to safeguard the human rights of individuals where these have been threatened.

planning services and that customers and citizens are treated with dignity and respect.

Questions to ask in self-assessment in responsive services and customer care: Human Rights

Do customer care policies highlight human rights considerations?	How are human rights issues taken into account? What guidance is available for staff? Do decision makers have up to date Human Rights knowledge?	Have threats to human rights been identified and steps put in place to reduce or mitigate the threat?
Do staff have the competence to identify potential human rights issues?	Are manuals updated regularly with regard to changing case law?	
What training has been provided to service planners?		

A skilled and committed workforce

Developing Understanding the importance of equality	Achieving Delivering better outcomes	Excellent Making a difference
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Workforce Diversity

1.19 The organisation understands its local labour market, the barriers faced by those from vulnerable or marginalised individuals and groups, and the impact these have on achieving a diverse workforce.	2.19 The organisation can demonstrate movement towards greater equality in its workforce profile compared with previous years, including increasing the levels of previously under-represented groups at all levels of the organisation.	3.19 The organisation’s workforce profile (including the profile of major providers of commissioned services) broadly reflects the community it serves/local labour market.
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Questions to ask in self-assessment in a skilled and committed workforce: local labour market

Is the organisation clear about its local labour market? Was any equality mapping data used as part of the analysis? What information did it use to make an assessment? Has it begun to identify the steps it needs to take to achieve a diverse workforce reflect these in recruitment policies and procedures?	Where there is evidence of disproportionality, what action is being taken to reverse the trends? How do succession plans and recruitment processes address under-representation?	Are there appropriate examples of positive action to improve diversity? What evidence is there that the workforce profile broadly matches the local labour market/community profile? Is this continually monitored? Are there any reasonable explanations for gaps (e.g. the community profile is constantly changing or largely retired population) and what is the organisation doing about it?
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Workforce strategy

1.20 The organisation’s workforce strategy includes priority equality considerations and objectives. Specific and measurable employment targets have been set to improve workforce diversity.	2.20 The equality objectives contained within the workforce strategy are implemented and monitored.	3.20 Prioritised equality outcomes for the whole workforce are being achieved.
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Questions to ask in self-assessment in a skilled and committed workforce: workforce strategy

Does the organisation’s workforce strategy identify equality issues? How are they addressed? Are targets and objectives based on internal monitoring, staff consultation and the assessment of the local labour market and barriers to employment?	How are the equality aspects of the organisation’s workforce strategy being implemented and tracked? Are specific actions being taken? How are processes changing? Are workforce change programmes in place? Are trade unions and partners involved?	What strategic, innovative and holistic approaches have been considered to improve outcomes Is there good use of flexible working arrangements and career pathway initiatives to address potential barriers and under representation? How are staff involved in developing and monitoring these policies?
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Workforce monitoring

1.21 Systems are in place to collect and analyse employment data across a range of practices (recruitment, training, leavers, grievance and disciplinaries etc). Questions to ask in self-assessment in a skilled and committed workforce: workforce monitoring How is data collected? Is diversity monitoring information separated from recruitment decisions and held securely? How are people encouraged to provide data?	2.21 The organisation regularly monitors, analyses and publishes employment data in accordance with its statutory duties. Is data on applicants, people shortlisted and the composition of the workforce collected? Can this be disaggregated by the protected characteristics? Is there evidence that workforce data is analysed and published to help establish objectives? What information is published and where – does it cover basic requirements and include analysis of pay/job evaluation outcomes? What action has been taken as a result of monitoring, and are trends being identified? What has been the decision makers response?	3.21 The trust has a robust and comprehensive set of employment data and uses this to inform its workforce strategy and management practice. Does the workforce data include a wide range of information and protected characteristic profiles including pay levels? How well does the organisation understand the effects of employment policy and practice on its workforce? Does the organisation have sufficient information about staff to inform robust equality analysis? Is the workforce profile updated regularly? Is the data looked at organisationally and service by service? Is it possible to analyse data by all the protected characteristics?
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Employment and training policies and procedures

1.22 The organisation ensures that all employment policies and procedures comply with equality legislation and employment codes of practice and assesses new/changing policies for their impact on people with protected characteristics. Questions to ask in self-assessment in a skilled and committed workforce: Employment and training policies and procedures Are equality analyses being undertaken when employment policies and procedures are reviewed or developed? Are all employment and training related policies regularly reviewed?	2.22 The organisation has a basic set of policies and practices to enhance workforce equality and diversity including reasonable adjustments, equal pay, flexible working and family friendly policies. What policies and procedures are there for staff? What changes have been made as a result of equality analysis findings? Do managers consistently apply policies and practices across the trust?	3.22 The organisation has an excellent set of policies and procedures in place which are actively promoted to staff from all protected groups and used by managers to promote equality. Have positive and tangible outcomes been delivered as a result of the implementation of a wide range of policies and practices? How does the organisation compare with others? How are these being communicated to staff with protected characteristics?
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Staff engagement

1.23 A range of inclusive structures are in place to engage and involve staff Questions to ask in self-assessment in a skilled and committed workforce: staff engagement What staff engagement structures are there? Are there any staff support networks? Are there any groups for particular networks of staff?	2.23 Staff are engaged positively in employment and service transformation and in developing new roles and ways of working. Are these staff networks supported and utilised by the organisation. What evidence is there that staff have been proactively engaged, and do staff feel engaged?	3.23 The organisation has high satisfaction levels across all staff groups in respect of staff engagement. Are staff surveys carried out regularly, and what do they say? Is there any evidence of how levels of satisfaction have improved over time? Are there any examples of different staff experiences being
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analysed and addressed?

Promoting an inclusive working environment

1.24 The organisation has assessed all aspects of the working environment to ensure that the needs of all its employees are met Questions to ask in self-assessment in a skilled and committed workforce: promoting an inclusive working environment Have assessments of the work environment been carried out? How often? What was assessed, and what did it show? What improvements were highlighted as being necessary? Were the needs of all groups taken into account?	2.24 A range of improvements to the working environment can be demonstrated. What improvements have been made? What examples are there of flexible working arrangements or reasonable adjustments? How have staff responded to these? Are these monitored to ensure ongoing satisfaction by staff or to pick up any developing concerns?	3.24 There are high satisfaction levels with the working environment across all staff groups particularly those with protected characteristics. Do staff surveys and focus groups confirm satisfaction with the working environment including when analysed across all protected characteristics? Are there effective occupational education facilities available to staff and are these being taken up across the trust and proportionately across all groups?
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Equal pay

1.25 The organisation has made significant progress on its equal pay review and is working towards reaching agreement with unions. Questions to ask in self-assessment in a skilled and committed workforce: equal pay review Has a new pay structure been agreed, even if not all issues and gradings have been finalised? Have the new proposals been analysed to ensure there are no detrimental effects? Has an offer been made to the unions in good faith? Are negotiations continuing where final agreement has not been reached?	2.25 The organisation has reached agreement with the unions and/or staff about the implementation of equal pay. Has agreement been reached with unions? If the new structure is being introduced on the basis of amendments to individual contracts, how has this been done in effective consultation with staff?	3.25 Action is underway to ensure equal pay is fully implemented. Overall, is there evidence that men and women are receiving equal pay equal work (subject to any major industrial, legal or other barriers)? Is the situation being monitored / audited regularly?
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Harassment and bullying

1.26 Policies and systems are in place to identify, prevent and deal effectively with harassment and bullying at work. Questions to ask in self-assessment in a skilled and committed workforce: harassment and bullying Is there a dignity at work or harassment and bullying policy? Are there any support structures for staff? What training and guidance is available to managers?	2.26 Harassment and bullying incidents are monitored and analysed regularly. Appropriate action is taken to address the issues that have been identified. Are harassment and bullying incidents monitored? What action is being taken to address problems? How are information / support on these issues publicised to staff? Do staff think they are useful?	3.26 Harassment and bullying at work are dealt with effectively and most staff say that they are treated with dignity and respect. Staff are confident that there are robust procedures in place to address harassment and bullying at work and they trust management to deal with incidents effectively. What information is available to show there has been an improvement for all groups – monitoring data, perception surveys, qualitative data? Is there evidence that staff from protected groups feel they are treated with dignity and respect?
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Appraisals

1.27

Equality considerations for individuals are integrated into appraisal systems.

Questions to ask in self-assessment in a skilled and committed workforce: appraisals

Does the appraisal take account of equality needs of staff?

2.27

Management and individual appraisals include specific equality objectives for the service area.

How do appraisal processes ensure staff and managers are aware of their equality-related responsibilities and accountabilities?

How are employees made aware of equality objectives or any changes or improvements?

3.27

Managers and staff can give examples of improved equality outcomes they have contributed to.

Are managers and staff accountable for ensuring equality outcomes?

Is good performance being recognised?

Are issues relating to protected characteristics and equality practice challenged confidently and effectively by managers?

Learning and development

1.28

The organisation carries out regular assessments of the training and learning and development needs required to ensure its councillors and officers are equipped to understand their equality duties and take action to deliver equality outcomes.

Questions to ask in self-assessment in a skilled and committed workforce: learning and development

Has an assessment been made as to what equality-related training, learning or development will be required?

Have the appropriate competencies been identified?

Does the learning and development plan take account of equality issues?

Does it include decision makers?

2.28

The organisation provides a range of accessible learning and development opportunities to support councillors and officers in achieving equality objectives and outcomes.

Are different methods used to promote learning to a wide audience (e.g. standard courses, coaching, mentoring)?

Does equality and diversity form part of training and development for key decision makers?

What evidence is there that equality issues are mainstreamed into all training (e.g. training on customer care and segmentation)?

3.28

Decision makers understand the importance of equality when making decisions and in how they use resources. Services are provided by knowledgeable and well-trained staff who are equipped to meet the diverse needs of local communities.

What changes have come about as a result of any equality training?

Do staff feel their skills have improved?

Are staff able to relate effectively with a range of clients?

Are they able to answer questions about the council's equality priorities?

Is there any feedback from users?