



South Hams
District Council

Forward Together

The Corporate Equalities Scheme for
South Hams District Council

Introduction

South Hams District Council is constantly working towards improving services for people who live, work and visit here.

We recognise the need to take practical steps to promote diversity and equality of opportunity, and to actively work to prevent any form of unlawful discrimination. The purpose of this plan is to increase our efforts on equalities issues, and to translate our policies into action by:

- **Setting an example**
by working with other organisations to achieve a better result for our local communities. This will highlight equalities issues across the board and will mean the Council taking a lead that others can follow.
- **Achieving a better understanding**
of the needs of our customers. This will help us build services for ALL customers and meet their individual requirements.
- **Listening to our communities**
and helping them to achieve what they feel is best for them. This will help all communities to have a voice and to know that we take their views into account.
- **Delivering responsive high quality services**
which take customer views into account and achieve high levels of customer care. This will make sure that everyone gets a quality service from the Council.
- **Developing a modern and diverse workforce.** The workforce will reflect the community it serves and will be equipped to respond to the needs of all customers.

The plan to deliver this has been put together to make sure that equalities is at the heart of the services provided by the Council every day. It also seeks to make sure that the same considerations apply to: service planning; policy development; research at a local level, and all opportunities to work together with the community. The document, as a whole, is also designed to work alongside a number of other policies and strategies which are already in place across the Council.

Forward Together

Section One

The Aim of Forward Together

This section sets out the Council's position in relation to what it wants to achieve, and showing the links between the policies and strategies already in place.

Section Two

The Action Plan

This explains the practical steps needed to make sure the Council is meeting its commitments and obligations to all communities within the district..

Section Three

The Context for the South Hams

This is broken down into **quantative** (figures) and **qualitative** (consultation) information. It gives you a picture of the make up of the District and the various communities that live here.

- **Quantative** information provides figures that we have taken from existing information on equalities, and also data taken from the National Indicators which is information we give to the Government.
- **Qualitative** information outlines the consultation that has taken place, explaining who was involved in that process.

Section Four

The Legislative Framework

This contains information about the various strands of equality and the relevant supporting legislation. This section also summarises the appropriate Statutory Duties which the Council has to deliver.

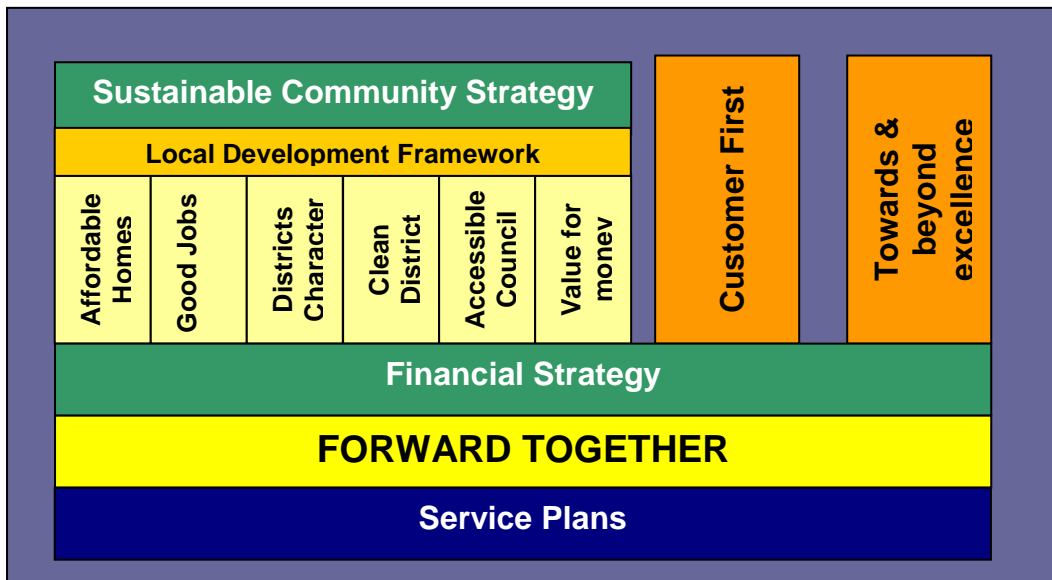
Section One: The Aim of Forward Together

The Council has produced 'Forward Together' to make sure that all the Council's most important strategies and policies are working alongside each other, and are actively seeking the views of the community to make sure we deliver quality services which are accessible to all. Forward Together is aimed at improving the way we design and deliver services, and is particularly focused on improving the well-being of the community.

The Council's main community strategies/policies are:

- Sustainable Community Strategy
- Customer First
- Towards and Beyond Excellence

These are all supported by Forward Together.



Sustainable Community Strategy

The aim of the Sustainable Community Strategy is to **bring together** all of the strategies and plans- which are associated with the delivery of public services in the South Hams - under one 'umbrella'. This will help us to look at ways of tackling issues which affect the community's whole social, economic and environmental well-being.

By 2011 we aim to have improved the well-being of the people of the South Hams in a sustainable way, and also to have set a vision for organisations delivering services across the district.

Customer First

The aim of Customer First is simple: **to make the customer the most important consideration in everything we do.**

The Council has a range of standards in place to make sure that the customer gets the service they need in a timely and appropriate manner.

Towards and Beyond Excellence

As a valued member of the community, the customer will **receive the most cost-effective service** possible, at a time and place convenient to them. This is about delivering quality services in an effective and efficient manner, minimising waste and making sure the residents of the South Hams get value for money.

These policies all have the theme of equality of opportunity in common. They are aimed at meeting the particular needs of all our communities and the individuals within them.

Setting an example

As one of the democratically elected bodies in the area, South Hams District Council is in the position to take a lead on making sure that all residents - and visitors to the District - have equal access to the services we provide and can be free from unlawful discrimination.

All Members, Officers and Contractors of the Council, have a duty to make sure that the principle of equality is put into practice. This applies across the Council itself, and also applies to the preparation and operation of contracts to which the Council is a party.

The Council takes compliance with equality legislation very seriously when negotiating contracts. The principle of equality is very much embedded into the Procurement Strategy, and makes sure that we insist on high standards of equality from contractors doing work on our behalf.

Both Councillors and Officers of the Council accept their responsibility to uphold and implement this policy and to make sure that they do not discriminate unlawfully when carrying out their duties. They are bound by obligation to be sensitive to the needs to the diverse population of South Hams and to promote diversity and equality of opportunity in their work.

We have appointed Member Champions who take the lead in the following areas:

- Equality and diversity issues
- Children and young people
- Health
- Older people and vulnerable people

The Strategic Director of Community, Alan Robinson, takes the organisational management lead for Equalities, to ensure that this strategy is put in place across all service areas.

Achieving a better understanding

It is essential for the Council to understand customer needs so that it can make sure that the community is receiving the right service at the right level, and at the right time. To do this with any degree of success we need to know a lot more about the people and community groups that we serve.

All of the statutory and local surveys that we send out have equality monitoring forms with them, which the Council encourages customers and partners to complete. We can then use this information to gain a better understanding of each service's customer profile. Data is really important in understanding the different needs of the community, and the Council has to respond to these needs by becoming more inclusive and flexible in the provision of services.

All service areas within the Council are committed to using this data to help inform the way they provide their service to their customers. It also helps them to identify where - and more importantly understand why - there are any gaps in the way they provide that service which exclude certain members of the community.

Clearly monitoring forms provide only a narrow snapshot view of the community from a survey or event, and are not illustrative of the community as a whole. The Council will build on existing partnerships with community groups as a means of consulting with minority and hard to reach groups to pick up on equality issues.

Listening to our communities

The Council is committed to listening to and working with its communities. The Council will do this, using a variety of methods and approaches, which will help make sure that a broad spectrum of the community is actively involved in improving and shaping public services.

Examples of the approaches which will be used include:

- **Customer journey mapping** – In a nutshell this means keeping a diary - electronic, paper or video - of the individual customer's experience in trying to get information or a service from the Council.
- **Focus groups** – These groups will get together to discuss a particular issue and give the benefit of their experience and opinions.
- **Opinion meter surveys** – The Opinion Meter is an easy to use meter which is set up to collect the public's answers to a few chosen questions. It uses a simple push button format to select an answer. This will be used by various services and also at local events organised by the Council.
- **Feedback forms** from events and activities – All feedback is collected and analysed to see where we need to improve and also what has worked well.
- **Outreach work** with local communities and partner organisations. This involves Officers from the Council and other public service organisations holding community

based events. This is an opportunity to publicise the range of services we can provide going out into the community to give publicity and assistance on the range of services we can provide and also how to access them. We also use these events to see what the public thinks of what we do.

The Council will work hard to make sure that all sectors of the community are able to contribute to service improvement, and will make sure that the methods it uses do not unlawfully discriminate against any part of the community.

Delivering responsive high quality services

Customer First is a charter which publicly outlines the standards and level of service that the customer can expect when accessing Council services. This charter is designed to make the Council more open and accessible as an organisation, putting the customers' needs firmly at the heart of everything the Council does.

The Council is actively working to improve services for all those who contact the authority and has measures in place to look at the frequency, type and quality of its response to the customer.

By reviewing and redesigning services from a customer viewpoint, the Council is better able to meet the demands of its community. The Council has therefore embarked on a series of service reviews which are aimed at providing the services that people need in the way they need them. Equalities play a key part of this review process, and there will be a high degree of consultation to make sure that the proposed outcomes meet the needs of the community.

Equality Impact Assessments will be carried out on all policies, strategies, new forms of service delivery, new services and organisational change. The results of these assessments will be used to help inform service delivery, and also to ensure that service delivery does not unlawfully discriminate.

Statutory and local surveys seek customer opinion and assess the level of satisfaction with services provided or received. The Council is developing its customer profile information in order to improve access to services, and this information will be used across the service groups to give them a real insight into the customers they serve.

Developing a modern and diverse workforce

The Council fully recognises the value to the community - and the organisation - that having a diverse workforce will bring. The Council is therefore committed to complying with all equality legislation in relation to employment - including recruitment, terms and conditions, promotions, transfers, dismissals and training.

The Council will make sure that diversity in the workplace is monitored and will also actively promote equality of opportunity in all employment related issues.

Improving The Well-Being Of The People of The South Hams

All staff training will be delivered within an equal opportunities environment and, in providing training for both Councillors and Officers, we will actively oppose all forms of unlawful discrimination.

Training will be provided on issues relating to equality and diversity. Feedback will be evaluated from all training courses and this will be used to inform future training and development programmes.

Glossary of terms

Unlawful discrimination

Unfair treatment as a result of prejudice, whether or not intentional. Direct unlawful discrimination occurs when someone is treated less favourably than other people are or would be treated in similar circumstances. This can show up as segregation, abuse or harassment. Indirect unlawful discrimination occurs when a condition or requirement is applied equally but where a significant number of people from a particular group are unable to comply with it. For example a Council requires that official complaints by the public are made in writing: this could indirectly discriminate against people with disabilities that make writing difficult or impossible.

Diversity

The difference in the values, attitudes, backgrounds, knowledge, skills and life experiences of the people that make up our community. It is a positive term that recognises difference can be good.

Equalities

Work that addresses issues of unlawful discrimination and disadvantage, particularly as it relates to race, disability, gender, sexual orientation, religion & belief and age

Equality Impact Assessment

A way to make sure the Council thinks carefully about the likely impact of its work on people in the district and take action to improve strategies, policies and projects, where appropriate.

Institutional racism

‘The collective failure of an organisation to provide an appropriate and professional service for people because of their colour, culture or ethnic origin. It may be seen and detected in processes, attitudes and behaviour, which amount to unlawful discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping, which disadvantages minority ethnic people’.

(McPherson Report, 1999)

Mainstreaming equality

Where equalities considerations are incorporated into all actions, programmes and policies from the outset.

Multiple discrimination

Where people belong to more than one equality strand or target group and may experience unlawful discrimination for a number of different reasons.

Racist incident

A racist incident is defined for the purposes of investigation as: ‘any incident which is perceived to be racist by the victim or any other person’.

(McPherson Report, 1999)

Section Two: The Action Plan

What are we going to do?

South Hams District Council is currently working towards becoming an Achieving authority in terms of the Framework. The council recognises that we have along way to go to ensure we meet the requirements of both the community and the Framework itself.

The Council recognises that

- **equality is an issue for everyone**
- **not everyone starts from the same place in terms of equality**
- **to create a fairer society we need to recognise and understand different needs.**

The Equalities Framework is about providing people with equal life chances and moves beyond just working with the legal framework already in place. The Council feels that by adopting the standards within the framework, as a means of embedding equality across the organisation, we will be well on the way to providing the equal life chances that each member of the community deserves.

Levels of performance

The Framework is based around three performance levels and the Council undertakes to assess its performance against each of the criteria to identify any obvious gaps, and also to improve on what we already do.

The levels are:

Level 1: Developing

Level 2: Achieving

Level 3: Excellent

At the moment the Council is considered to be a Developing authority and will be working towards achieving the standards at the Achieving level by 2011, if in doing so we can improve further we will.

All services will be involved in working towards these standards and a series of activities involving services and the community is being developed. Once we have collected a range of information about our communities from these activities we will be in a position to set specific equality priorities and objectives to help the various groups living, working and visiting the District.

The Ten Dimensions of Equality

The Framework defines equality as having ten dimensions that, again, are an excellent illustration of what equality is really all about – improving quality of life for everyone and increasing equality of life chances for everyone.

Longevity	Including avoiding premature mortality.
Physical security	Including freedom from violence and physical and or sexual abuse
Health	Including wellbeing and access to high-quality healthcare.
Education	Including being able to be creative, to acquire skills and qualifications and having access to training and lifelong learning.
Standard of living	Including being able to live with independence and security and covering: nutrition, clothing, housing, warmth, utilities, social services and transport.
Productive and valued activities	Such as access to employment, a positive experience in the workplace, work-life balance, and being able to care for others.
Individual, family and social life	Including self-development, having independence and equality in relationships and marriage
Participation, influence and voice	Including participation in decision making and democratic life.
Identity, expression and self-respect	Including freedom of belief and religion.
Legal security	Including equality and non-discrimination before the law and equal treatment within the criminal justice system.

The Framework

The Framework

Appendix 2 sets out the various criteria which must be met to attain Developing and Achieving status of the Framework. The first step the organisation must take is an honest analysis of where it is in relation to these criteria. Clearly this is a process which takes time and progress reports will be posted on the council website.

Section Three:

Context information for South Hams

The South Hams is a rural community which is composed of four market towns, a whole range of smaller communities, and a mix of people of differing backgrounds, ages and interests.

As an authority we know how difficult it is for all sectors of the community in a largely rural and sparsely populated area to have their say and give us the benefit of their views. We aim to try and connect with as many people across the district as we can, and will be working to engage with as many different community groups as possible to ensure that we have an accurate reflection of all views in our policies and working practices.

Gathering and using statistical information can help us to put together a profile of the people who live in the South Hams and the following is a range of information extracted to inform the equalities agenda across the district.

All of this information is valuable in understanding the needs of all areas of the community when planning service provision.

AREA: 350 sq miles or 906 sq km

- South Hams has 60 miles (97 km) of coastline of which 47 miles (76 km) is designated Heritage Coast, 62 miles (100 km) of coastal path and 16 miles (26 km) of beaches.
- South Hams enjoys one of the mildest climates in mainland Britain
- 130 sq miles (337 sq km) of Areas of Outstanding Natural Beauty (37% of South Hams); 30 sq miles (48 sq km) of Sites of Special Scientific Interest (9% of South Hams); *an estimated 70 sq miles (112 sq km) of Dartmoor National Park (20% of South Hams)*
- South Hams is one of the most rural authorities in England

POPULATION: 83,500 in 2007

- The district contains 42,000 households and 8,000 businesses
- 31,500 of the population lives in the market towns of
 - Totnes : population estimate: 8,200 (2007)
 - Dartmouth : population estimate: 6,700 (2007)
 - Ivybridge : population estimate: 12,300 (2007)
 - Kingsbridge : population estimate: 4,300(2007)
- The population rises to 117,000 in summer

**ONS Population estimates and actual figures become available two years in arrears.*

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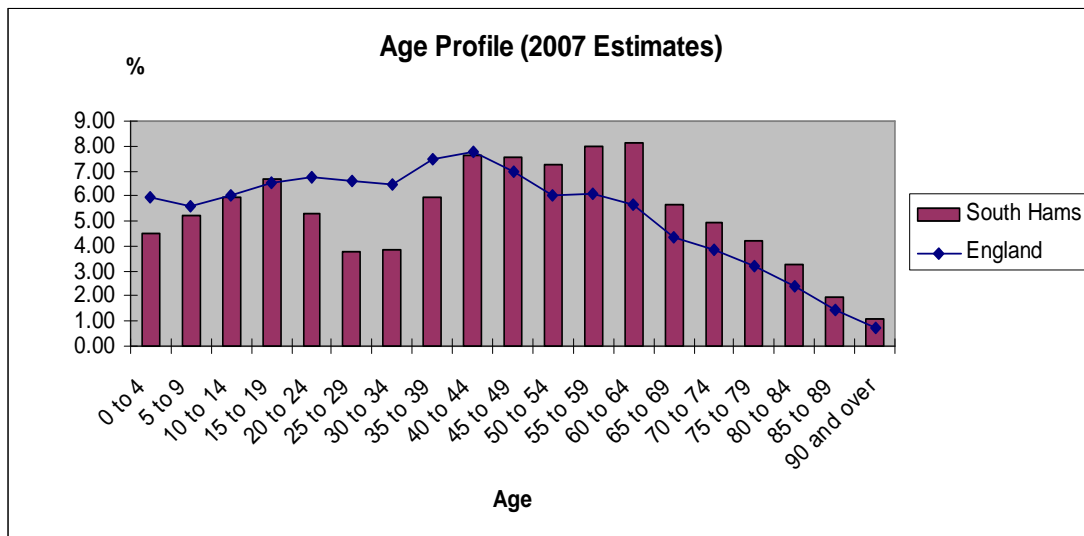
POPULATION: BACKGROUND/ETHNICITY

	2006 Estimates	2001 Census
White: British	94.47%	97.06%
White: Irish	0.60%	0.47%
White: Other White	2.28%	1.58%
White: Other White: 0-15	0.24%	
White: Other White: 16-64:		
Male	0.72%	
White: Other White: 16-59:		
Female	0.96%	
White: Other White: 64/60+	0.36%	
Mixed: White and Black Caribbean	0.24%	0.09%
Mixed: White and Black African	0.12%	0.05%
Mixed: White and Asian	0.24%	0.16%
Mixed: Other Mixed	0.24%	0.18%
Asian or Asian British: Indian	0.36%	0.06%
Asian or Asian British: Pakistani	0.12%	0.02%
Asian or Asian British: Bangladeshi	0.12%	0.01%
Asian or Asian British: Other Asian	0.12%	0.03%
Black or Black British: Black Caribbean	0.24%	0.05%
Black or Black British: Black African	0.24%	0.04%
Black or Black British: Other Black	0.00%	0.03%
Chinese or Other Ethnic Group: Chinese	0.24%	0.08%
Chinese or Other Ethnic Group: Other	0.24%	0.10%

Source: Office for National Statistics, Crown Copyright 2008

Note: This chart contains the experimental Population Estimates by Ethnic Group. The estimates are consistent with the Mid-Year Population Estimates. Totals may not sum due to rounding.

POPULATION: AGE PROFILE



The Registrar General's Mid Year Estimates are produced annually by the Office for National Statistics and provide population figures for various age bands at a local authority level.

THE PLACE SURVEY 2008

The Place Survey was carried out in October 2008 on a random sample of 3000 households in the district. A demographic analysis survey was undertaken on the sample returned which produced the following statistical information.

The sample taken had a gender **profile of 58% male to 42% female respondents.**

The **general health profile** of the district is good with **75%** of people enjoying good or very good health. The number of respondents with a **long standing illness, disability or infirmity**, however, was **35%**, with **25%** of people having their activities **limited** by illness, disability or infirmity.

This level of disability is perhaps influenced by the age profile of the sample surveyed with the majority of respondents – almost 62% being over the age of 55.

4% of the sample indicated that they were **permanently sick or disabled**, with **40%** of respondents being **retired**. **21%** were in **full time work**, **12%** worked **part-time**, **14%** were **self employed** and **6%** looked after the **home**.

The Survey also looked at the **composition of households**, and indicated that **52%** of households had **two adults over the age of 18** living there, while **7.5%** had **three or more**. **26%** of the households surveyed had **one adult** in residence. **80%** of the sample had **no children** in the household, **8.5%** had **one**, **8%** had **two** and **2%** had **three or more children**.

Section Four: The Legislative Framework

This section aims to give a brief overview of the legal framework already in place for the recognised **equality strands** and what it actually means for the Council and the individual.

The strands covered in this section of the document are:

Age
Disability
Gender
Gender Identity
Race equality
Religion or belief
Sexual Orientation

These strands are covered by legislation primarily because people in those groups have been subject to more direct and indirect unlawful discrimination. This is not to say that individuals will only fall within a single category, indeed they can cross many equality strands and be subjected to unlawful discrimination on several levels.

The following information is provided for each strand:

- A.** An overview of the legislative framework that is currently in place to support the people who may face unlawful discrimination.
- B.** A summary of specific duties for the authority.

Age Equality

This legislation applies to employment and includes workers at any age, not only older workers.

The Employment Equality (Age) Regulations 2006

- Ban any discriminatory procedures in recruitment on the grounds of age - this includes workers at any age, not only older workers
- Outlaw age-related harassment in the workplace on the lines of current gender equality legislation
- Outlaw workplace benefits that are age-related
- Prevent training provision discriminating on grounds of age
- Remove the current age limits for unfair dismissal and redundancy rights
- Ban unjustified retirement ages below 65
- Set a default retirement age of 65, allowing companies to set retirement ages at 65 or above
- Give workers approaching 65 the "right to request" to continue working beyond this age. As with the recent [parental flexible working rights](#), the employer is obliged to "consider" this request

Disability Equality

Disability Discrimination Act 1995

The Disability Discrimination Act 1995 requires service providers to make “**reasonable adjustments**” for disabled people. A service provider is required to take reasonable steps to:

- Change a practice, policy or procedure, which makes it impossible - or unreasonably difficult - for disabled people to make use of its services
- Provide an auxiliary aid or service if it would enable -or make it easier for- disabled people to make use of its services

In addition, where a physical feature makes it impossible or unreasonably difficult for disabled people to make use of services, a service provider has to take reasonable steps to:

- remove the feature; or
- alter it so that it no longer has that effect; or
- provide a reasonable means of avoiding it
- provide a reasonable alternative method of making the service available

Disability Discrimination Act 2005

The Disability Discrimination Act 1995 has been amended by the Disability Discrimination Act 2005 to place a duty on public authorities, when carrying out their functions, and to publish a Disability Equality Scheme.

In accordance with disability legislation, a person has a disability:

'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 or day to day activities.'

A 'long term effect' of an impairment is one which has lasted for at least 12 months duration; where the total period for which it lasts is likely to be at least 12 months; or which is likely to last for the rest of the life of the person affected.

The **Disability Discrimination Act 2005** introduced specific duties in order to assist public authorities to meet the general duty.

A public authority should involve disabled people in the development of the Scheme. The Scheme should include a statement of:

- The way in which disabled people have been **involved** in the development of the scheme
- The authority's **methods** for impact assessment
- The **steps** which the authority will take towards fulfilling its general duty (the 'action plan')

- The authority's arrangements for **gathering information** in relation to employment and, where appropriate, its delivery of education and its functions
- The authority's arrangements for putting the information gathered to use, in particular in **reviewing the effectiveness** of its action plan and in preparing subsequent Disability Equality Schemes
- A public authority must take the steps set out in its action plan **within three years** of the Scheme being published (unless it is unreasonable or impracticable for it to do so) and put into effect the arrangements for gathering and making use of information
- A public authority must **publish** a report containing a summary of the steps taken under the action plan, the results of its information gathering, and the use to which it has put the information
- **Take steps to take account** of disabled person's disabilities, even where that involves treating disabled people more favourably than other persons

Gender Equality

Gender discrimination may occur on the grounds of a person being male or female. It may relate to marital status. It may be direct or indirect in nature, and involve victimisation and/or sexual harassment.

Equal pay Act 1970 (Amended) - This gives an individual the right to the same contractual pay and benefits as a person of the opposite sex in the same employment carrying out the same work. The Equal Pay Act applies to women and men of any age, including children.

Equality Act 2006 - Established a single Commission for Equality and Human Rights by 2007 which replaced the three existing commissions. It introduced a positive duty on public sector bodies to promote equality of opportunity between women and men, and to eliminate sex unlawful discrimination. Gender Equality has two parts, the 'general duty' and 'specific duties'.

Sex Discrimination Act 1975 – this prohibits unlawful discrimination against individuals in the areas of: employment and vocational training; education; the provision of goods, facilities or services; the disposal or management of premises and in the exercise of public functions.

It also prohibits unlawful discrimination in employment and vocational training against married people and civil partners, and also people who have undergone, are undergoing or intending to undergo, gender reassignment.

The Sex Discrimination Act applies to men and women of any age, including children.

The Gender Equality Duty (GED)

This came into effect in April 2007 and requires gender to be considered in all areas of policy making. The duty requires more than simply the equal treatment for men and women. The Council must promote and take action to bring about gender equality, which involves looking at issues for men and women and

- Understanding why inequalities exist and how to overcome them
- Creating effective service provision for all, so that everyone can access services that meet their needs.

Gender Identity

What do we mean by Gender Identity?

Transgender is the term used where a persons own gender identity does not match the identity inferred by their physical appearance. It does not imply any form of specific sexual orientation such as heterosexual, homosexual or bisexual.

The Sex Discrimination (Gender Reassignment) Regulations 1999

The Regulations were created to supplement the existing Sex Discrimination Act (SDA)1975 which did not provide enough protection for transsexual people.

The 1999 Regulations make it illegal to discriminate against anyone in employment or training who:

- is preparing to undergo gender reassignment
- is currently undergoing gender reassignment
- has already undergone gender reassignment

What is Gender Reassignment?

Gender reassignment is defined by the Sex Discrimination Act as:

"a process which is taken under medical supervision for the purpose of reassigning a person's sex by changing physiological or other characteristics of sex, and includes any part of such a process"

What do the Regulations cover?

The regulations allow for any reference to discrimination in employment against men or women in parts II and III of the SDA to be treated as equally applicable to discrimination on gender reassignment grounds.

What do the Regulations not cover?

The Regulations only cover direct discrimination which mainly includes harassment and victimisation. Additionally, there are exceptions to the provisions of the Regulations, most notably where a person's sex is classed as a Genuine Occupational Requirement for a job.

The Gender Recognition Act 2004

The Gender Recognition Act came into force in April 2005. It allows transsexual people to apply for legal recognition, via the Gender Recognition Panel, of their new gender. Successful applicants will receive a Gender Recognition Certificate (GRC) which means that they:

- acquire all the same rights and responsibilities associated with their gender
- can marry a person of the opposite gender
- are eligible for the state retirement pension (and other benefits) at the age appropriate to the new gender
- can apply for a new birth certificate in their acquired name and gender.

The Act also amends the Sex Discrimination (Gender Reassignment) Regulations 1999 by ensuring that the only discrimination on the basis of gender reassignment that is lawful is in cases where there are genuine religious reasons.

The Gender Equality Duty 2007 (see Gender Equality) applies equally to Transgender members of the community.

Race Equality

The Race Relations Act 1976

The Race Relations Act 1976 makes it unlawful to discriminate against a person on grounds of race, colour, nationality, or ethnic or national origin in employment, education, housing, and in the provision of goods and services. This Act has been strengthened by the Race Relations (Amendment) Act 2000.

The Race Relations Amendment Act (2000)

The Race Relations (Amendment) Act 2000 is the Government's direct response to the findings of the Mcpherson Report following the Stephen Lawrence enquiry. The Race Relations Amendment Act (2000) places a statutory **General Duty** and **Specific Duties** on a range of public authorities to promote race equality.

Specific duties require us to publish a **Race Equality Scheme**. This lists those functions and policies, or proposed policies, which have been assessed as relevant to the performance of the duty. It also outlines our arrangements for:

- Assessing and consulting on the likely impact of the proposed policies on the promotion of race equality;
- Monitoring those policies for any adverse impact on the promotion of race equality;
- Publishing the results of such assessments, consultation and monitoring;
- Ensuring public access to information and to the services we provide;
- Training staff in connection with the duties.

We are also required to **review the scheme every three years**. This will be carried out as part of the implementation and review of Forward Together.

Religion or religious belief equality

In order to be protected under the Equality Act 2006, a religion or belief must be recognised as being **cogent, serious, cohesive and compatible with human dignity**. For the purposes of the Equality Act 2006, **belief is defined as including philosophical beliefs, such as humanism, which are considered to be similar to a religion**. Other categories of beliefs, such as support for a political party, are not protected by the Equality Act.

Employment Equality (Religion or Belief) Regulations 2003

The regulations make it illegal to discriminate in matters of employment and vocational training on the grounds of religion or similar beliefs.

Racial and Religious Hatred Act 2006 - The Racial and Religious Hatred Act 2006 made it a criminal offence to use threatening words, or behaviour, with the intention of stirring up hatred against any group of people defined by their religious beliefs or lack of religious beliefs.

Equality Act 2006 - Part 2 of the Equality Act, deals with the prohibition of unlawful discrimination on grounds of religion or belief when providing goods, facilities and services, education, using or disposing of premises and exercising public functions.

Sexual Orientation Equality

Definition of sexual orientation

Unlawful discrimination on the grounds of sexual orientation, or 'perceived' sexual orientation – including orientation towards someone of the same sex (lesbian / gay), opposite sex (heterosexual) or both sexes (bisexual), is illegal under recent legislation.

Employment Equality (Sexual Orientation) Regulations 2003

These Regulations apply to all employment and vocational training and include: recruitment; terms and conditions; promotions; transfers; dismissals and training. They make it **unlawful** to do any of the following on the grounds of sexual orientation:

- **Discriminate directly** against anyone – that is, to treat them less favourably than others because of their actual or perceived sexual orientation
- **Discriminate indirectly** against anyone – that is, to apply criteria, provision or practice which disadvantages people of a particular sexual orientation unless it can be objectively justified
- Subject someone to **harassment**.
- **Victimise** someone because they have made or intend to make a complaint or allegation or have given or intend to give evidence in relation to a complaint of unlawful discrimination on grounds of sexual orientation
- **Discriminate** against someone, in certain circumstances, after the working relationship has ended

Equality Act (Sexual Orientation) Regulations 2007

The Regulations contain measures prohibiting unlawful discrimination on grounds of sexual orientation in the provision of: goods, facilities and services; education; the use and disposal of premises, and the exercise of public functions. They provide protection from sexual orientation unlawful discrimination that is on a par with the protection already provided on grounds of race and sex, as well as providing new measures prohibiting unlawful discrimination on the grounds of religion or belief.

Civil Partnership Act 2004

The Civil Partnership Act ensures that same sex couples can have their relationships legally recognised. From then on, anyone who registers a civil partnership will have the same rights as a married couple in areas like tax, social security, inheritance and workplace benefits.

The Equality Bill

Some of the key proposals from the Equality Bill are noted below:

- Introduction of new generic equality duty on public bodies bringing together existing public duties on race, disability and gender and extended to age, sexual orientation, gender reassignment and religion or belief
- Powers to outlaw unjustifiable age discrimination in the provision of goods, facilities and services. There will be further consultation on the design of the legislation to allow public authorities and businesses to prepare and to ensure that the law does not prevent justified differences in treatment based on age.

Requiring transparency

Public bodies to comply with the new equality duty in their role as employers by reporting on:

- gender pay gaps
- ethnic minority employment
- disability employment
- banning secrecy clauses which prevent people discussing their pay
- requiring public bodies to tackle discrimination and promote equality through their purchasing functions
- introduction of equality 'kite mark' for the private sector
- review over next five years on use of Companies Act to require reporting on gender pay gap, ethnic minority and disability employment.

Extending positive action

- Extending positive action so that employers can take into account, when selecting between two equally qualified candidates, under-representation of disadvantaged groups.
- Extending use of women-only short list to 2030. No proposals on ethnic minority short lists.
- Consider whether the Commissioner for Public Appointments should have specific power to encourage diversity for appointments.

Strengthening enforcement

- Allow tribunals to make wider recommendations in discrimination cases going beyond benefiting the individual so that there are benefits for the rest of the workforce.
- Explore further how to allow discrimination claims on multiple grounds.
- Further consideration of introduction of representative actions.

Appendix 1 - National Indicators

KEY:

Bold = Indicators relevant to PSA15 and/or significant cross-strand indicators

Italics = Indicators with some bearing on one or more of the equality strands

Outcome	National indicators
Stronger communities	<p>NI 1 % of people who believe people from different backgrounds get on well together in their local area PSA 21</p> <p>NI 2 % of people who feel that they belong to their neighbourhood PSA 21</p> <p>NI 3 Civic participation in the local area PSA 15</p> <p>NI 4 % of people who feel they can influence decisions in their locality PSA 21</p> <p>NI 5 Overall/general satisfaction with local area CLG DSO</p> <p>NI 6 Participation in regular volunteering CO DSO</p> <p>NI 7 Environment for a thriving third sector CO DSO</p>
Safer communities	<p>NI 17 Perceptions of anti-social behaviour PSA 23</p> <p>NI 19 Rate of proven re-offending by young offenders PSA 23</p> <p>NI 23 Perceptions that people in the area treat one another with respect and dignity HO DSO</p> <p>NI 26 Specialist support to victims of a serious sexual offence PSA 23</p> <p>NI 32 Repeat incidents of domestic violence PSA 23</p> <p>NI 34 Domestic violence – murder PSA 23</p> <p>NI 44 Ethnic composition of offenders on Youth Justice System disposals MoJ DSO</p>
Children & Young People	<p><i>Be Healthy</i></p> <p><i>NI 51 Effectiveness of child and adolescent mental health (CAMHs) services DCSF DSO</i></p> <p><i>NI 54 Services for disabled children PSA 12</i></p>
	<p><i>Stay Safe</i></p> <p>NI 69 Children who have experienced bullying DCSF DSO</p>
	<p><i>Enjoy and Achieve</i></p> <p>NI 81 Inequality gap in the achievement of a Level 3 qualification by the age of 19 DCSF DSO</p> <p>NI 82 Inequality gap in the achievement of a Level 2 qualification by the age of 19 DCSF DSO</p>

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Outcome	National indicators
Children & Young People <i>(continued)</i>	<p>NI 91 Participation of 17 year-olds in education or training DCSF DSO</p> <p>NI 92 Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest PSA 11</p> <p><i>NI 103 Special Educational Needs – statements issued within 26 weeks DCSF DSO</i></p> <p><i>NI 104 The Special Educational Needs (SEN)/non-SEN gap – achieving Key Stage 2 English and Maths threshold DCSF DSO</i></p> <p><i>NI 105 The Special Educational Needs (SEN)/non-SEN gap – achieving 5 A*-C GCSE inc. English and Maths DCSF DSO</i></p> <p><i>NI 106 Young people from low income backgrounds progressing to higher education PSA 11</i></p> <p><i>NI 107 Key Stage 2 attainment for Black and minority ethnic groups DCSF DSO</i></p> <p><i>NI 108 Key Stage 4 attainment for Black and minority ethnic groups DCSF DSO</i></p>
Children & Young People <i>(continued)</i>	<p><i>Make a positive contribution</i></p> <p>NI 110 Young people’s participation in positive activities PSA 14</p> <p><i>NI 112 Under 18 conception rate PSA 14</i></p> <p>NI 114 Rate of permanent exclusions from school DCSF DSO</p>
	<p><i>Economic Wellbeing</i></p> <p>NI 116 Proportion of children in poverty PSA 9</p> <p>NI 117 16 to 18 year olds who are not in education, training or employment (NEET) PSA 14</p>
Adult health and wellbeing	<p>NI 119 Self-reported measure of people’s overall health and wellbeing DH DSO</p> <p>NI 120 All-age all cause mortality rate PSA 18</p> <p>NI 124 People with a long-term condition supported to be independent and in control of their condition DH DSO</p> <p>NI 125 Achieving independence for older people through rehabilitation/intermediate care PSA 18</p> <p><i>NI 126 Early access for women to maternity services PSA 19</i></p> <p>NI 127 Self reported experience of social care users PSA 19</p> <p>NI 128 User reported measure of respect and dignity in their treatment DH DSO</p> <p>NI 129 End of life access to palliative care enabling people to choose to die at home DH DSO</p> <p>NI 130 Social Care clients receiving Self Directed Support DH DSO</p> <p><i>NI 132 Timeliness of social care assessment DH DSO</i></p> <p><i>NI 133 Timeliness of social care packages DH DSO</i></p> <p>NI 135 Carers receiving needs assessment or review and a specific carer’s service, or advice and information DH DSO</p> <p>NI 136 People supported to live independently through social services (all ages) PSA 18</p> <p>NI 137 Healthy life expectancy at age 65 PSA 17</p>

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Outcome	National indicators
	<p><i>NI 138 Satisfaction of people over 65 with both home and neighbourhood PSA 17</i></p> <p>NI 139 People over 65 who say that they receive the information and support needed to exercise choice and control to live independently PSA 17</p>
Tackling exclusion and promoting equality	<p>NI 140 Fair treatment by local services PSA 15</p> <p>NI 141 Number of vulnerable people achieving independent living CLG DSO</p> <p>NI 142 Number of vulnerable people who are supported to maintain independent living PSA 17</p> <p><i>NI 145 Adults with learning disabilities in settled accommodation PSA 16</i></p> <p><i>NI 146 Adults with learning disabilities in employment PSA 16</i></p> <p><i>NI 149 Adults in contact with secondary mental health services in settled accommodation PSA 16</i></p> <p><i>NI 150 Adults in contact with secondary mental health services in employment PSA 16</i></p>
Local economy	<p>NI 151 Overall employment rate PSA 8</p> <p>NI 152 Working age people on out of work benefits PSA 8</p> <p>NI 166 Average earnings of employees in the area BERR DSO</p>

APPENDIX 2

KNOWING YOUR COMMUNITY AND EQUALITY MAPPING

	Objective	How is this done and what is the evidence?	What do we need to do now?	Actions
	<p>1.1</p> <p>The authority has in place plans to gather evidence on the profile of their communities, the extent of inequality and disadvantage within their communities and to identify priorities across the authority</p>	<p><i>Is the authority clear about what sources of information – both local and national – are available?</i></p>		

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	Objective	How is this done and what is the evidence?	What do we need to do now?	Actions
	<p>1.2 Systems are being developed corporately and across services to collect and analyse soft and hard data/intelligence about the community their needs and aspirations</p>	<p><i>Is the authority aware of what information is already being collected – within services, corporately, or by its partners? Are there any repositories of local information e.g observatories? Does the authority have systems for collating and analysing the different sets of data being collected? How is information taken by front line staff or councillors taken account of? How are local people’s needs identified? Is the authority able to gauge how its communities might be changing? How frequently is data gathered and analysed? How is it used to form the setting of objectives?</i></p>		
	<p>1.3 Plans are in place to collect share and use equality information with partners</p>	<p><i>Are there protocols in place for sharing information? Is the authority working with its partners to ensure information is shared effectively? How do partners ensure efficient collection of data that avoids duplication?</i></p>		

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	Objective	How is this done and what is the evidence?	What do we need to do now?	Actions
	<p>2.1</p> <p>Relevant and appropriate information is gathered using a range of techniques across the local community, to inform the authority's corporate policy and strategy, the sustainable community strategy, local area agreements and to identify key equality gaps.</p>	<p><i>Are different techniques being deployed to gather data? How often is data gathered? Are national and regional data used and analysed? What systems are in place to assess the changing nature of local communities? Is information from ward councillors gathered in a systematic way? How are equality gaps identified and measured?</i></p>		
	<p>2.2</p> <p>Information and data are disaggregated and analysed corporately and at service/unit level to monitor and assess and set equality objectives</p>	<p><i>Is information disaggregated and analysed on a regular basis? What changes have been made as a result?</i></p>		

	Objective	How is this done and what is the evidence?	What do we need to do now?	Actions
	2.3 Relevant and appropriate information and data (including data relating to the national Indicator Set) is mapped, disaggregated and used with partners to assess equality objectives.	<i>What information is available across partnerships? Is data disaggregated using the same or similar categories? How is the information being used to inform and achieve equality outcomes?</i>		

PLACE SHAPING. LEADERSHIP. PARTNERSHIP AND ORGANISATIONAL

Objective	How is this done and what is the evidence?	What do we need to do now?	Actions
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	<p>1.4</p> <p>Leader, CX and partners commit publicly to improve equality outcomes for their community and can tell the equality story for their community</p>	<p><i>What public statements have been made? Are they meaningful? What documentation details the authority's and partnerships/ commitment to equality and community cohesion? How is the 'equality story' integrated into partnership/corporate documents?</i></p>		
	<p>1.5</p> <p>Sustainable community and other partnership strategies and working arrangements – including the local strategic partnership, local area agreement and multi-area agreement – have been reviewed with the voluntary and community sector and the community to deliver locally identified equality outcomes.</p>	<p><i>How are equalities issues addressed within the sustainable community strategy, LSP and community cohesion strategy? Is equality integral to the voluntary and community sector compact?</i></p>		

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<p>1.6</p> <p>The authority has compliant equality schemes under the public duties in place</p>	<p><i>Do the equality schemes meet statutory requirements, including involving the relevant target groups with clear action plans relating to both employment and service delivery?</i></p>		
<p>1.7</p> <p>A corporately prioritised programme of EIAs is in place. Corporate strategies and policies are being impact assessed on an ongoing basis and published.</p>	<p><i>Is there a list of functions and priorities or an action plan with a timetable which sets out which EIA's will be undertaken and when by? Is there a corporate EIA framework and guidance? Are EIA's available publicly? What is the quality of EIA's – are they meaningful or do they just 'tick the box'? Do corporate and financial plans and strategies of the authority take account of equalities issues?</i></p>		
<p>1.8</p> <p>Corporate and service level structures are in place to ensure delivery and review of the equalities agenda</p>	<p><i>Who is responsible for delivering the agenda at councillor and officer level? Is there a corporate equalities group? Are there service level equalities groups?</i></p>		

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<p>1.9</p> <p>Internal, external and partnership communication strategies are designed to promote good relations across all local communities.</p>	<p><i>How does the authority's communications strategy take account of equalities? Do authority and partnership publication and press releases reflect a diverse community and workforce in terms of both content and images? Is the authority's website accessible and informative? What is done to promote good relations across communities?</i></p>		
<p>1.10</p> <p>Procurement and commissioning frameworks and processes take account of the differing needs of users and citizens.</p>	<p><i>Is there corporate guidance on the equality and diversity requirements for the procurements and commissioning process? Are there standard equality clauses for contracts? How do specifications take account of the different needs of users?</i></p>		
<p>1.11</p> <p>In line with public duty requirements,</p>	<p><i>How is the authority involving local people, including disabled people, and keeping them informed about civic and public participation opportunities e.g becoming a school governor?</i></p>		

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<p>groups in civic and public life, in particular with regard to disabled people.</p>			
<p>1.12 Structures are in place within the authority and across partnerships to promote positive relations, enable different groups of people to get on well together and deal with harassment and hate crimes effectively.</p>	<p><i>Are there joint partnerships/corporate structures and guidance on recording and dealing with such behaviour? How does the community safety strategy address this area? What events are held to promote positive relations?</i></p>		

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	<p>2.4</p> <p>Clear organisational and partnership equality priorities have been set and are owned and understood by all key stakeholders, including the third sector</p>	<p><i>Is there evidence of a link between equality schemes, equality objectives, corporate and service plans, and the corporate performance management system? Are equality objectives integrated into partnership strategies? What evidence exists to demonstrate challenge by all stakeholders? Does this challenge contribute directly to the development of the authority's targets and objectives?</i></p>		
	<p>2.5</p> <p>Equality and cohesion priorities and objectives are monitored regularly by partners, the authority's political and senior managerial leadership and appropriate resources are being allocated.</p>	<p><i>In what ways do partners and the authority's leadership demonstrate that they continuously monitor, review and evaluate the performance of equality objectives? Is equality integrated into performance management frameworks? Do councillors/partners scrutinise EIA's and action plans which lead to new policies or initiatives?</i></p>		
	<p>2.6</p> <p>Action is being</p>	<p><i>How are these schemes monitored and reviewed? How often? What steps are taken if deficiencies are</i></p>		

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	<p>taken to implement commitments within the equality schemes and monitored regularly by political and senior managerial leadership</p>	<p><i>identified? Is the community involved in the monitoring? How?</i></p>		
<p>2.7</p>	<p>Appropriate resources have been allocated and action has been taken to mitigate adverse impact and improve equality outcomes where shortfalls have been identified. Links to 2.18</p>	<p><i>Are the outcomes of all EIA's fed into service planning and corporate business planning processes? Are there clear links between the EIA's and service improvements? Have corporate priorities been revisited as a result? Have resource implications been properly assessed?</i></p>		
<p>2.8</p>	<p>Political overview and scrutiny processes review equality impacts and assessments.</p>	<p><i>How does the overview and scrutiny function scrutinise equalities issues? How are the public involved? How challenging is the scrutiny? Is information available on the website?</i></p>		

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2.9	<p>The authority communicates effectively about its equality and cohesion priorities, how it is responding to its communities needs and promoting good relations.</p>	<p><i>How is 'equality' success defined and communicated? What methods are used? How does the authority promote good relations across the community?</i></p>		
2.10	<p>The authority ensures that contractors, commissioned services and grant receivers regularly review their services and access to them to ensure they continue to be an appropriate accessible.</p>	<p><i>How does it ensure that contractors, grant receivers and others continue to meet the changing needs of clients? What is written into the contract? How is the contract managed over time to support good practice and continuing service development?</i></p>		

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	<p>2.11</p> <p>Work is being undertaken to promote equality of opportunity in terms of the participation of under represented groups in civic and public life, including as elected representatives</p>	<p><i>How is the community being made aware of the opportunities that are available? Has any outreach work or public campaigning been undertaken?</i></p>		
	<p>2.12</p> <p>The quality of community relations and harassment and hate crimes are monitored and analysed regularly. Appropriate action is taken to address the issues that have been identified.</p>	<p><i>What data is available? How frequently is it analysed and acted upon? Have there been any changes? Are relevant stakeholder groups and customers involved in monitoring? How?</i></p>		

COMMUNITY ENGAGEMENT AND SATISFACTION

Objective	How is this done and what is the evidence?	What do we need to do now?	Actions
<p>1.13</p> <p>Inclusive community engagement structures are being developed throughout the authority and its partnerships which include communities of interest</p>	<p><i>What engagement structures are in place? How are marginalised and vulnerable people included? What mechanisms are used to engage different groups, including communities of interest?</i></p>		

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	<p>1.14</p> <p>The authority involves and consults with all its communities, including disabled people on an ongoing basis before priorities are agreed</p>	<p><i>What evidence is there that consultation, involvement and inclusion are integral to the way that the authority prioritises and plans its service outcomes?</i></p>		
	<p>1.15</p> <p>The authority involves and consults with vulnerable and marginalised groups to ensure their views are taken account of.</p>	<p><i>Does the authority engage with advocacy organisations which represent vulnerable and marginalised groups and equality groups? How does it ensure that mechanisms and events are inclusive?</i></p>		

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	<p>2.13</p> <p>Community engagement structures are working efficiently and effectively</p>	<p><i>Does community engagement take place on an ongoing basis? How is its effectiveness monitored? Are there inclusive, open and participative forums where community groups can participate? What arrangements are made to meet special needs? What ESOL provision is there? How are interpretation services organised? Are there facilities for disabled people who are attending? What is the experience of the community and the voluntary and community sector?</i></p>		
	<p>2.14</p> <p>Involvement and consultation influences and informs equality priorities and feedback is given to those consulted</p>	<p><i>Are there processes and plans throughout the authority to ensure stakeholder and voluntary and community sector involvement in informing equality priorities? How is feedback given? How often? How are people in the community able to challenge? How are their views taken account of?</i></p>		

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	<p>2.15</p> <p>Consultation influences and informs equality priorities and feedback is given to those consulted</p>	<p><i>Are there processes and plans to ensure the involvement of equality stakeholders and representatives of vulnerable and marginalised groups in the planning and delivery of services?</i></p>		
	<p>2.16</p> <p>Partners work together to balance diverse, but sometimes conflicting interests, in the locality</p>	<p><i>Are there any examples where the authority and its partners have had to take unpopular decisions to prioritise but still managed to keep local communities on board?</i></p>		

RESPONSIVE SERVICES AND CUSTOMER CARE

Objective	How is this done and what is the evidence?	What do we need to do now?	Actions
<p>1.16</p> <p>Services ensure that local communities are consulted and/or engaged with appropriately about service planning and delivery</p>	<p><i>. Is there evidence that relevant voluntary and community sector groups, employees and the community have been involved in the process?</i></p>		
<p>1.17</p> <p>EIA's involve appropriate community and/or stakeholder groups and are made public</p>	<p><i>What evidence is there of stakeholder consultation in EIA's? Are EIA's published regularly?</i></p>		

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	<p>1.18</p> <p>All commissioning and procurement processes take account of equality issues.</p> <p>Contracts include a requirement to deliver and effective and appropriate service fairly and equitably.</p>	<p><i>Are EIA's undertaken when procuring or commissioning services? Are the outcomes reflected in the specifications for the service and in the procurement process? Does the specification set measurable standards for the contractor? How are the equalities addressed or assessed in the stages of the tendering process, eg preparing the specification, pre-qualification, tender assessment? How do managers ensure that suppliers/service providers have an understanding and commitment to the principles and practice of equality in what they do?</i></p>		
	<p>1.19</p> <p>Structures are in place to ensure equality outcomes are integrated into service objectives and targets</p>	<p><i>Are equality objectives integrated into service plans? Are there departmental equalities groups? Are monitoring or progress reports produced on a regular basis? Are these fed into service assessments?</i></p>		

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	<p>1.20</p> <p>Appropriate measure are put in place to ensure the service needs of vulnerable and marginalised groups are identified, and that customers and citizens are treated with dignity and respect</p>	<p><i>Do customer care policies highlight the needs of vulnerable and marginalised groups? How are complaints dealt with? Are there mechanisms in place to enable staff to introduce local service improvements? What information is available from user surveys?</i></p>		
	<p>1.21</p> <p>Appropriate mechanisms are in place to ensure that human rights considerations are identified when planning services.</p>	<p><i>Do customer care policies highlight Human rights considerations? Do staff have the competence to identify potential human rights issues? What training has been provided to service planners?</i></p>		

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	<p>1.22</p> <p>The authority is developing systems to collect, analyse and measure data on how all sections of the community are able to access services.</p>	<p><i>Do services carry out any mapping exercises to identify and review current participation and to highlight gaps</i></p>		
	<p>2.17</p> <p>A set of equality outcomes/ objectives goals has been produced at service / unit level to meet the needs of identified equality target groups</p>	<p><i>How have these objectives been arrived at? What will the outcomes for users be? How are the objectives addressing inequality and equality gaps?</i></p>		

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	<p>2.18</p> <p>Appropriate resources have been allocated and action has been taken to mitigate adverse impact and improve quality outcomes where shortfalls have been identified.</p>	<p><i>Are the outcomes of all EIA's fed into service planning processes? Are there targets with specific accountabilities and timescales? Are there indicators of how success will eventually be measured? How have targets been integrated into service plans? Have resource implications been properly assessed?</i></p>		
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	<p>2.19</p> <p>Mechanisms are in place to ensure that equality objectives are delivered by contractors and providers through contract management, and that they are monitored properly</p>	<p><i>Are there monitoring requirements built into contracts to ensure equality issues are addressed? Is there evidence that provision is being monitored using quantitative and qualitative analysis, and the results considered and analysed by both contractor and client? How do authorities ensure that contractors, grant receivers and others continue to meet the changing needs of the client? What is written into the contract? How is the contract managed over time to support good practice and continuing service improvement?</i></p>		
	<p>2.20</p> <p>Equality and cohesion objectives are monitored regularly by portfolio holders and departmental management teams</p>	<p><i>In what ways do portfolio holders and DMT's demonstrate that they continuously monitor, review and evaluate performance for equality objectives? Is equality integrated into the service performance management framework?</i></p>		

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	<p>2.21</p> <p>The identified needs of vulnerable and marginalised groups are addressed and services are designed to ensure that customers are treated with dignity and respect.</p>	<p><i>How are the needs of vulnerable and marginalised groups taken account of? What specific initiatives have been undertaken?</i></p>		
	<p>2.22</p> <p>Human rights issues are considered and addressed when delivering services to customers and clients</p>	<p><i>How are human rights issues taken into account? What guidance is available for staff? Are manuals updated regularly with regard to changing case law?</i></p>		
	<p>2.23</p> <p>Access to and appropriateness of services is monitored regularly by portfolio holders and DMT's.</p>	<p><i>How do portfolio holders and DMT's demonstrate that they continuously monitor, review, and evaluate access to services?</i></p>		

A MODERN AND DIVERSE WORKFORCE

Objective	How is this done and what is the evidence?	What do we need to do now?	Actions
<p>1.23</p> <p>The authority's workforce strategy identifies key equality issues.</p>	<p><i>. Is there a workforce strategy? How is equality mainstreamed?</i></p>		
<p>1.24</p> <p>It understands the local labour market, the barriers equality groups face and the impact this has on achieving a diverse workforce</p>	<p><i>Is the authority 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 across all equality groups?</i></p>		
<p>1.25</p> <p>It ensures that all employment procedures comply with equality legislation and employment codes of practice</p>	<p><i>Are all human resources policies regularly reviewed to ensure they are compliant with the latest developments?</i></p>		

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	<p>1.26 The authority has a prioritised programme for carrying out EIA's on major new employment policies. These are made public.</p>	<p><i>Are EIA's being done for major employment policies and new policies and procedures?</i></p>		
	<p>1.27 The authority has made a commitment to equal pay and started work on its equal pay review.</p>	<p><i>Has the authority developed an equal pay policy, set out a timetable for carrying out it spay review and started work on its pay review?</i></p>		
	<p>1.28 it carries out a training needs assessment of the development required to deliver equality outcomes.</p>	<p><i>Has an assessment been made as to what training, learning or development will be required? Have the appropriate competencies been identified? How? Does the learning and development plan take account of equalities issues? Does it include councillors?</i></p>		

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	<p>1.29 Structures are in place to identify, prevent and deal effectively with harassment and bullying in the workplace.</p>	<p><i>Is there a dignity at work or harassment or bullying policy? Are there any support structures for staff?</i></p>		
	<p>1.30 Equality issues are integrated into appraisal systems</p>	<p><i>Has the appraisal system been reviewed to take account of equality issues?</i></p>		
	<p>1.31 A range of inclusive structures are in place to engage and involve staff before priorities are set.</p>	<p><i>What staff engagement structures are there? Are there any staff support networks? Are there any groups for particular networks of staff?</i></p>		
	<p>2.24 The equality aspects of the workforce strategy are implemented and monitored</p>	<p><i>How are the equality aspects of the workforce strategy being implemented and tracked? Are specific actions being taken? How are processes changing?</i></p>		

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	<p>2.25</p> <p>Employment objectives have been set based on internal monitoring, staff consultation and the assessment of the local labour market and barriers.</p>	<p><i>What objectives have been set? Where workforce data indicates that targets or objectives are not being met, are there appropriate examples of positive action to ensure they can be met? Where there is evidence of disproportionality what action is being taken to reverse the trends?</i></p>		
	<p>2.26</p> <p>The authority regularly monitors, analyses and publishes employment data to fulfil its statutory duties.</p>	<p><i>Is there evidence that workforce data is analysed and published to help establish targets and objectives? What information is published and where? Are trends identified? What action has been taken as a result of the monitoring? Is monitoring SMART? What has been the councillor scrutiny response?</i></p>		

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	<p>2.27</p> <p>All employment procedures have been impact assessed and action has been taken to mitigate adverse impact and promote equality outcomes.</p>	<p><i>Have people management processes been impact assessed against all the equality standards? What action has been taken to ensure equality outcomes</i></p>		
	<p>2.28</p> <p>The authority has made significant progress on its equal pay review and is working toward achieving agreement with the unions.</p>	<p><i>Has the review checked for equal pay gaps? Has a new pay structure been agreed, even if not all issues and gradings have been finalised? Have the new proposals been impact assessed? Has an offer been made to the unions in good faith? Are negotiations continuing where final agreement has not been reached? Have managers and employees received information about equal pay?</i></p>		

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	<p>2.29</p> <p>It delivers a range of learning and development opportunities to support councillors and officers to deliver equality outcomes.</p>	<p><i>Are different methods used to promote learning to a wide audience? For example standard courses, coaching, mentoring. Does equality and diversity form part of councillor training and development? What evidence is there that equality issues are mainstreamed into all training (eg training on customer care and segmentation) ?</i></p>		
	<p>2.30</p> <p>Harassment and bullying incidents are monitored and analysed regularly. Appropriate action is taken to address the issues which have been identified.</p>	<p><i>Are harassment and bullying incidents monitored? What action is being taken to address problems? What information/support is available to staff?</i></p>		
	<p>2.31</p> <p>Equality implications inform the setting of objectives in management and individual appraisals</p>	<p><i>How do appraisal processes ensure staff and managers are aware of their responsibilities and accountabilities? How are employees made aware of equality objectives or any changes or improvements?</i></p>		

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	2.32 Staff are engaged positively in service transformation and in developing new roles and ways of working.	<i>What evidence is there that staff have been proactively engaged? Are there any improvements?</i>		
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