

Central Bedfordshire Council

Single Equality and Diversity

Scheme

2010 - 2013

Appendices 1-9

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Appendix 1. Understanding the characteristics and impact of inequality on different groups

All kinds of disadvantage are bad for those who experience them. Most kinds of inequality are damaging for the society which has to cope with their consequences. But some kinds of disadvantage and inequality are more serious than others because of the effect they have on people's life chances. Some are especially pernicious because they amplify or multiply the effects of other kinds of disadvantage. For example, overcrowded dwellings lead to poorer health; children with nowhere to study show lower educational achievement. Families with greater access to transport are more likely to enjoy a wider and more rewarding choice of jobs and schools.

Some aspects of disadvantage can trigger gaps in other dimensions, which in turn set off new inequalities in yet further dimensions. This is described as a cascade of disadvantage: For example, children who grow up in poverty are less likely to get qualifications or go on to higher education, and are more likely to become young parents. People with low levels of educational achievement can expect to be less employable, therefore poorer, therefore less healthy and probably less likely to participate in civic activity. The kinds of people who are less likely to be employed are also more likely to be involved in crime, to have shorter life-spans and to have less fulfilling family lives. Whole families can be locked into cycles of deprivation.

There are four key areas in which equality gaps are most likely to produce further waves of inequality for particular groups of people. They are early years and education, employment, health and criminal justice.

The Equalities Review 2007 identified three types of extreme, chronic and persistent inequalities

1. Different groups of people experience different outcomes in common aspects of life, such as education or employment.
2. Different needs may mean that we have to enjoy different treatment from others in order to gain a more equal outcome – most clearly in the area of healthcare.
3. Circumstances which could apply to anyone, but which disproportionately tend to afflict some groups; and which can trigger substantially divergent outcomes in life chances.

Research shows that these unequal outcomes do not have to be inevitable. They do not arise out of intrinsic differences, but often occur because of the way in which society is shaped. Under Equality legislation public authorities are required to consider what action can be taken to reduce such inequalities and enable people to achieve their potential.

In developing and implementing the Equality Scheme, Central Bedfordshire Council has considered national and local evidence relating to the experience of inequality (**see Appendices 1 and 2**) and is identifying which issues are most pertinent to prioritise and the different ways in which these can be addressed, working in conjunction with other agencies. The evidence has been drawn from a variety of sources including the Equalities Review, the Equality and Human Rights Commission, the Department for Children Schools and Families, the Department of Health, the Commission for Social Care Inspection and Stonewall.

Interaction between different aspects of Equality

Discrimination can occur within and across cultures and should not be accepted as being a person's culture / religion e.g. homophobia and sexism. Forced marriages and female genital mutilation are examples of cultural practices which have to be challenged.

1.1. Age:

Age discrimination is founded on a set of stereotypes about different age groups, which in the case of older people leads to a form of benevolent prejudice. Older people are often characterised as non-threatening friendly, moral and admirable but less intelligent and less capable. Conversely, views about younger people can sometimes be the opposite, with unfair assumptions and stereotypes that they are all aggressive, out of control, uncaring and threatening.

Issues include:

Demographics:

- In 2007, for the first time in the UK there were more people over state pension age than children under 16. (Department for Work and Pensions) (DWP)
- The rural population is aging faster than other areas of the country and this growth is particularly pronounced amongst the oldest those aged 85 and over. (Cabinet Office)
- Ageism is the most commonly experienced form of discrimination, with 23% of adults reporting experiences of this type of prejudice. (Age Concern)

Employment:

- Younger people often meet assumptions that they don't have relevant skills or experience. (Employers Forum on Age)
- Older workers can experience restricted access to the workplace by enforced or incentivised retirement. (Government Equalities Office (GEO))
- 62% of over fifties feel they have been turned down for a job because they are considered to old, compared with 5% of people in their thirties. (GEO)
- In February 2008, 72.1% of people aged 50 to State Pension Age and 11.6% of people over State Pension Age were working in the UK, compared to 74.9% of people aged 16 to 59/64. (Office for National Statistics (ONS))
 - The employment rate for men between the ages of 50 and State Pension Age was 72.8% and for women was 70.1%. (DWP)
 - 10.7% of men aged 65 and over and 12.2% of women aged 60 and over were still in employment. (Economic and Labour Market Review)
- In 2005, 37% of employers, employing half of all employees in Britain, operated workplaces with mandatory retirement ages. (DWP)
- 5.2% of men and 5.3% of women in the UK aged 50 to State Pension Age are economically inactive but want paid work. This represents 280,000 men and 200,000 women. (ONS)
- 37% of those aged 50 and over remain unemployed for more than 12 months, compared to 28% of those aged 25 to 49. (ONS)
- 19% of people aged 50 to 64 have no qualifications, compared to 9% of people aged 19 to 49. (Department Innovation Universities and Skills)

Income:

- Seven million people are estimated to be under-saving for retirement which means they may find themselves living in poverty in retirement. (DWP)

- Around a 33% of women reaching State Pension Age in 2005 were entitled to a full basic pension, compared to 85% of men. (Department for Work and Pensions) (DWP)
- 2.1 million Pensioners live in poverty after housing costs are taken into account, while the figure rises to 2.5 million before housing costs. (DWP)

Participation:

- 33% of people aged 65 to 74 and 35% of people aged 75 and over feel able to influence decisions affecting their local area, compared to 38% of all adults in England and Wales. (Department for Communities and Local Government (DCLG))
- 30% of people aged 65 to 74 and 25% of people aged 75 and over regularly participate in formal volunteering. (DCLG)

Living Arrangements:

- 21% of men and 31% of women aged 65 to 74 lived alone in 2006 and 32% of men and 61% of women aged 75 and over lived alone. (Office for National Statistics (ONS))
- 180,000 people over 65 report having gone for a whole week without speaking to friends, neighbours or family. (DWP)

Exclusion from Technology:

- 47% of one adult households aged 60 or over had a mobile phone in 2006, compared to 83% of all households. (ONS)
- In 2006, 45% of people aged 50 or over had used a computer in the previous three months compared to 87% of people aged 16 to 30. (ONS)
- 41% of people aged 65 to 74 and 20% of people aged 75 and over used the internet in 2007, compared to 71% of the overall population. (ONS)
- 42% of people aged 65 to 74 and 27% of people aged 75 and over had access to the internet at home, compared to 65% of the overall population. (Age Concern)

Housing:

- Over 65s are estimated to spend 80% of their time in the home (90% for over 85 year olds). (Help the Aged).
- One million people over 65 report feeling trapped in their homes. (DWP)
- 90% of older people live in 'mainstream housing'. (Department of the Environment, Transport and the Regions)
- 2.1 million households with at least one person aged over 60 (28% of this age group) are living in a non-decent home. This includes 900,000 households with someone over 75 (31% of the age group). (DCLG)
- 73% of all non-decent dwellings lack effective insulation or efficient heating required to meet the thermal comfort criterion. (Age Concern)
- In 2006/07 there were 24,000 excess winter deaths in England and Wales, more than 90% of which were people over the age of 65. (ONS)
- Around a quarter of a million people aged 65 and over need specially adapted accommodation because of a medical condition or disability and 130,000 of them report living in homes that do not meet their needs. (DCLG)

Health and Social Care:

- Many older people are not as active as they could be. People who are physically active reduce their risk of developing major chronic diseases by up to 50%. (DWP)
- In 2006, 63% of people aged 65 to 74 reported having a longstanding illness and 38% said longstanding illness limited their ability to carry out daily activities. (ONS)

- 70% of people aged 75 and over reported having a longstanding illness and 50% said longstanding illness limited their ability to carry out daily activities. (Office for National Statistics (ONS))
- Around 25% of people over 65 years living in the community have symptoms of depression which warrant intervention. (Age Concern)
- There were 1,297 suicides by people aged 55 and over in 2006 in England (31% of all suicides). (Samaritans)
- In 2006/07 an estimated 2.5 million older people had some need for care and support. (Kings Fund / Commission for Social Care Inspection)
- Older people can experience limiting health and social care options. (Department of Health (DOH))
- Assumptions are sometimes made that it's natural for older people to have lower expectations, reduced choice and control and less account taken of their views. (DOH)

Crime and Fear of Crime: (Office for National Statistics)

- 43% of people aged 65 and over feel unsafe walking alone after dark.
- In 2006/07, 12% of men and 10% of women aged 65 to 74 perceived high levels of antisocial behaviour in their local areas.
- Older people are over-represented among the 5% of people who report that their life is greatly affected by fear of crime.
- There were 12,750 recorded distraction burglary crimes in 2006/07. The average age of a victim is 81 years.

Transport:

- 66% of single adults aged 65 and over did not have access to a car in 2005, compared to 20% of couples aged 65 and over. (Department for Transport (DT))
- In 2006, 76% of people aged 60 to 69 and 50% of people aged 70 and over had a full car driving licence. (DT)
- Some older people such as those who are very old and those on low incomes are more reliant on public transport, either because of their frailty or the cost of private transport. This is particularly the case for older single women. (Cabinet Office)
- In 2006, of 675 pedestrian fatalities on the road, 268 (39.7%) were people aged 60 and over. (DT)

Access to Services:

- In 2001, 1.5 million people aged 60 to 74 and 0.8 million people aged 75 and over were living in rural areas. (Commission for Rural Communities (CRC))
- 29% of households in rural areas do not have access to a supermarket within 4 kilometres. (CRC)
- Older People who are reliant on public transport find it harder to visit their GP or hospital, see friends and go shopping. (Cabinet Office)
- One in five older people are unsuccessful in getting quotations for motor insurance, travel insurance and car hire. (Age Concern / Help the Aged 2007)

1.2 Carers:

Prevalence: (Carers UK)

- Over 2 million people become carers every year.
- Every day, another six thousand people take on a caring responsibility.
- 3 in 5 people will become a carer at some point in their lives.

- By 2026 more than 10% of the population will be over 75 and significant numbers of the workforce age 45+ will have caring responsibilities.
- Over 65's account for around a third of those carers providing more than 50 hours of care a week, including many who provide informal care for grandchildren. Many also look after older relatives as well. (Department for Work and Pensions)

Impact of being a Carer: (Carers UK)

- Over 1 million people experience ill health, poverty and discrimination at work and in society because they are carers.
- 18% of carers have left a job or been unable to take one due to caring responsibilities.
- Among those of working age, 36% of carers were 'struggling to make ends meet'. 38% said they were 'managing on the money coming in', while 26% were 'reasonably comfortable financially'.
- Carers who are struggling financially are more likely to be: in poor health (34%); unqualified (21%); caring for 20+ hours per week (88%).

Employment: (Carers UK)

- There are currently over three million working carers in the UK. Work is important for well-being, income and to keep social contacts.
- Between 46% and 62% of carers are not getting adequate services to help them work.
- Less than half of 'longer-term' carers aged 16-64 were in paid employment: 45% of those caring for 1-19 hours per week; but only 21% of those with the heaviest caring roles.
- Only just over half (56%) felt their employer was carer-friendly and supportive.

Access to Support: (Carers UK)

- 40% of carers new to caring are not getting the right information and support to help them manage their lives.

Health: (Carers UK)

- One in five carers report that their health suffers as a direct result of caring.
- Without proper training carers are especially prone to back problems.
- Many of the most serious health problems carers suffer from, such as heart disease or mental breakdown, are a direct result of stress.
- Caring without a break, proper sleep or support is extremely stressful.

Gender: (Carers UK)

- Over a lifetime, seven out of 10 women will be carers, and nearly six out of 10 men.

Young Carers: (Carers UK)

- Young carers need better support in order to go to school, have time off, etc.
- 56% of young carers are living in lone parent families and one in ten young carers is caring for more than one person.
- Two thirds of the young carers provide domestic help in the home.
- 48% provide general and nursing-type care.
- 82% provide emotional support and supervision.
- 18% provide intimate personal care.
- 11% also provide child care.
- 27% of all young carers of secondary school-age are experiencing some problems attending school, and the equivalent proportion of young carers of primary school age is 13%.

- Caring can be a very long-term commitment for many children, and can start at an early age. 36% of young carers had been caring for 2 years or less; 44% for 3-5 years; 18% for 6-10 years and 3% for over 10 years.

Ethnicity: (Carers UK)

- Ethnic minority carers were especially likely to say they felt restricted in using services because they lacked information, or because services were too expensive, lacked flexibility, or were not suitable for their individual needs.

Rural Issues: (Carers UK)

- Rural carers are very slightly more likely than urban carers to mention a lack of suitable services in their area, to say they do not know what is available locally, or to be held back in using services because they are too expensive.

Carers as Drivers of Change: (Carers UK)

- Carers' contribute an extra £1 billion a year in helping to set up and run services in the community helping disabled and older people and in advising organizations and public authorities. They did this on top of the care they already provided as carers.
- The basic saving to the NHS, social services and other statutory bodies resulting from the work of carers starts at something in excess of £34 billion a year.

1.3. Disability:

Disability covers a variety of impairments such as:

- learning disabilities
- mental health conditions
- mobility impairments
- blindness and partial sight
- deafness and hearing impairment
- progressive long-term health conditions such as multiple sclerosis and HIV

It also covers people who may not recognise themselves as having a disability, such as those with long-term conditions (e.g. diabetes or cancer) or older people. Disabled people are not a homogenous group and may be discriminated against because of other aspects of their identity, such as ethnicity, age etc.

Using the widest definition there are more than 11 million disabled people in the UK, that's more than one in five of the adult population and one in 20 children. 80% of people experience a year of being disabled at some point in their lives and 66% of disabled people develop impairments during working age. The majority of disabled people have impairments that are not easily visible.

Disabled people do not always have the same opportunities or choices as non-disabled people. They can experience discrimination, lack of respect and unreasonable barriers to participation in society on an equal basis.

The social model of disability takes the approach that what primarily stops or hinders a disabled person doing something are barriers that society has put in place or chosen to ignore, i.e. it is society that often disables a person not their impairment. It also recognises that active steps are needed to promote equality for disabled people. These barriers can be grouped into three main headings:

- **Physical or Environmental** - examples include steps, stairs, inadequate signs, lack of visual fire alarms and lack of colour contrasts.

- **Organisational** - the way policies and practices of an organisation exclude disabled people - examples include an accessible toilet cluttered with mops and buckets; obstructions near to lifts; or leaflets not available in an accessible format (e.g., tape or large print)
- **Attitudinal** - the way disabled people are perceived, for example, as passive, dependent, to be felt sorry for.

Although these barriers may sometimes be unintentional this does not lessen the negative impact on disabled people. Removing these barriers enables disabled people to participate by improving access to services.

Issues include:

Children and Young People:

- 8.5% of pupils with a statement of special educational needs gain five or more GCSE grades A*-C, compared with 65.9% of other pupils. (Department for Children, Schools and Families (DCSF))
- At age 16, 68% of disabled young people are in full time education, compared with 72% of non disabled pupils. (DCSF)
- Disabled pupils are often excluded from certain subjects, faced with low expectations and assumptions and often not given genuine choices. (DCSF)
- There can be low awareness of making reasonable adjustments amongst staff and governors. (DCSF)
- Eight out of 10 children with learning disabilities have been bullied and have experienced bullying at school. (Mencap)
- Three out of 10 children and young people with a learning disability who have been bullied were bullied on the streets, and the same proportion of children and young people that have been bullied were on the bus and at the park. (Mencap)
- Disabled people are more likely to have no educational qualifications 15% of disabled 16 year olds are out of work or training compared to 7% of non-disabled peers. (DCSF)

Employment:

- Disabled people are more than twice as likely to be out of work as non disabled people. (Family Resources Survey - 2006/07)
- Only one in two disabled people are likely to be in employment compared with four in five non disabled people. (Government Equalities Office)
- Disabled people make 2.5 times more job applications than non disabled people, yet receive fewer job offers. (Employers Forum on Disability (EFD))

Poverty:

- The income of disabled people is on average less than half that of non disabled people. (EFD)

Crime:

- Disabled people are at greater risk of experiencing violence than non-disabled people. (Equality and Human Rights Commission (EHRC))
- Disabled people face harassment. One in four has experienced hate crime. (EHRC)
- Disabled children and young people and disabled women, particularly those with learning disabilities, are particularly at risk. (EHRC)
- Ongoing 'low-level' incidents are widespread and may go undetected but may escalate at some point. These incidents are often ignored by public agencies even though they have a significant impact on disabled people. (EHRC)

- Disabled people restructure their lives to minimise real and perceived risk to themselves even if they have not experienced targeted violence personally. (EHRC)
- 47% of disabled people had either experienced physical abuse or had witnessed physical abuse of a disabled companion. (Scope).
- Disabled people are reported to be four times more likely to experience sexual violence, four times more likely to have their property stolen with the threat or use of violence, and almost twice as likely to be burgled as non-disabled people. (EHRC)
- Twenty-two per cent of disabled respondents in 2002 suffered harassment in public due to their impairment. This was an increase from 20 per cent in the previous year. (Disability Rights Commission (DRC))
- Complex impairments and an increased level of dependency increase the risk of targeted violence and hostility. (EHRC)
- In the majority of cases, the perpetrator knew that the victim was disabled – either because the victim was known to the perpetrator (for example they went to the same school, lived in the same neighbourhood or used the same services) or because of the visibility of the victim’s impairment. This finding highlights that whether the perpetrator is aware of the victim’s impairment is a key exacerbating risk factor. (EHRC)
- Disabled women are found to be twice as likely to experience domestic violence as non-disabled women. (EHRC)
- Women with learning disabilities are identified as being at risk, with levels of violence against women reported to be greater than against men with similar impairments. (EHRC))
- 71% of those with mental health issues had been a victim of crime in the past two years, 22 % had experienced physical assault, 41% experienced ongoing bullying and 27% experienced sexual harassment (with 10% experiencing sexual assault). Only 19% felt safe at all times within their own home. (Mind).
- 75% of people with mental health conditions and 66% of those with learning difficulties have experience of being victims of crime. (Greater London Assembly; Mind)
- 90% of people with learning disabilities have experienced harassment and bullying, with 32% stating that bullying was taking place on a daily or weekly basis. (Mencap)
- Women with particular mental health conditions such as schizophrenia or bipolar disorder were found to be at a greater risk of rape in comparison with the general population. (EHRC)

Health:

- An investigation into the health inequalities experienced by people with mental health problems or learning disabilities found that many people reported problems with gaining access to services, with staff attitudes, and with getting the necessary treatment and support. (Equality Review)

Social Care: (Commission for Social Care Inspection)

- Social care services are vital in order to progress equality for disabled people. If these services are not part of the solution in actively removing the barriers to living independently that disabled people face, they can become part of the problem in creating barriers to equality.

Housing: (Department for Communities and Local Government)

- Much of the social housing stock is unsuitable for disabled people. Sub standard housing can make some conditions worse.

Travel: (Disability Rights Commission)

- Disabled people travel one-third less than non disabled people and physical access to public transport can be difficult.

Attitudes: (Employers Forum on Disability)

- For many disabled people the main barrier they encounter is people's attitudes:
 - 1 in 3 people believe wheelchair users to be less intelligent;
 - 1 in 2 people express a fear of disabled people;
 - 1 in 4 people feel resentment and anger towards disabled people.

1.4. Gender:

Gender inequality can be experienced by both women, men, girls, boys and also transgender people. The level of disadvantage faced will differ depending on factors additional to people's gender such as age, ethnicity, religion or belief etc. Gender inequality is experienced across the full range of public services, employment, access to and take up of services, protection from crime, violent assault and use of transport.

Issues include:**Childcare / Family Structures**

- Lack of childcare often prevents women, and some men, from accessing both employment and services. (Equality Review (ER))
- There are 24 million households in Britain of these 1.6 million are run by a lone mother and 180,000 headed by a lone father. (Equal Opportunities Commission (EOC))
- Fathers are much less likely to be involved in their children's education. When they do want to be involved as fathers, services that have been designed for women can make men feel unwelcome such as toddler and baby classes. (EOC)
- Finding affordable childcare and a job with flexible working arrangements is critical particularly, for Black Caribbean women (who are more likely to be lone parents) and Bangladeshi and Pakistani women. (ER)

Children and Young People: (Department for Children School and Families)

- Boys are four times as likely as girls to be identified as having a behavioral, emotional and social difficulty.
- Boys account for 80% of permanent exclusions and 75% of fixed term exclusions.
- Only 18% of poor White British Boys achieve 5 or more GCSE passes.
- More young men than young women are NEET. 12% of male 16-18 year olds compared with 10% of girls (2005).
- Probably the single group most likely to be shut out of higher education in future decades is white boys from poor backgrounds. In some urban universities they are in a small minority.
- Girls are achieving better results than boys but they are still being steered towards choices that lead to low paid, low status jobs.

Employment:

- Women still earn on average 22.6% less per hour than men. (Government Equalities Office (GEO))
- The vast majority of people employed in local government are women (70%) but most are concentrated in lower paid and part-time jobs. (EOC)
- Women who work full time are paid on average just 87.4% of men's hourly earnings. (GEO)
- The part-time gender pay gap in April 2007 was 39.1%. (GEO)
- Occupation segregation is one of the main causes of the gender pay gap. Women's employment is highly concentrated in certain occupations and those occupations which are female-dominated are often the lowest paid. (GEO)

- Women are still under-represented in the higher paid jobs within occupations – the “glass ceiling” effect. (GEO)
- Many women bear the majority of the responsibility for childcare with the result that 44% of women work part time compared to 10% of men. Part-time work can limit career progression; lead to lower pay and reduced pensions. (EOC)
- 38% of mothers and 11% of fathers have left a job or been unable to take one due to caring responsibilities. (EOC)
- A survey of 122 recruitment agencies revealed that more than 70% had been asked by clients to avoid hiring pregnant women or those of childbearing age. (Women and Work Commission)

Health:

There are big differences in women’s and men’s health needs and behaviour. Biological and social factors influence the health risks they are exposed to, their health behaviour and their experience of health care. For example,

- Women are more susceptible to lung cancer, but more men die of the disease, because they seek medical help late. (Department of Health (DOH))
- Men are still less likely to go to their GP, and are therefore less likely to identify health problems early on. (DOH)
- Policies to shorten hospital stays can affect women differently from men, as women will often not have the appropriate support in place at home to enable full recovery, and will quickly resume household and work responsibilities. (DOH)
- Teenage mothers are three times more likely to suffer post-natal depression than older mothers and experience poor mental health for up to three years after the birth. (DOH)
- It is possible that depression and anxiety are under-diagnosed in men. Suicide is more common in men. (DOH)

Crime:

Males and females experience similar levels of violent crime but the nature of the violence they experience can be very different.

Against Males:

- The majority of violent crime experienced by males is likely to be as a result of stranger violence linked to excessive drinking in pubs & clubs. (Equality Review (ER))
- Young men between the ages of 16 and 24 are the most at risk from violent crime. (ER)

Against Females:

- Violence against women includes rape, sexual assault, domestic violence, sexual harassment, stalking, trafficking, sexual exploitation, female genital mutilation, forced marriage and crimes in the name of honour. It is both a cause and consequence of women’s inequality and can have a devastating impact on individual victims, affecting their mental and physical health, as well as employment and educational opportunities. (ER)
- 45% of women in England & Wales experience domestic violence, sexual assault or stalking during their lifetime. (British Crime Survey Home Office)
- For females, the majority of the violence experienced is in the home and the offender is known to them. (ER)
- One-quarter of all violent crime reports is violent attacks on women by their partners or ex-partners. (Home Office (HO))
- On average two women a week are killed by a violent partner or ex partner. (HO)

- Over 75% of 11-12 year old boys think it is acceptable that women get hit if they make men angry. (Department for Children Schools and Families)
- 20% of teenage girls who responded to a survey said that they had been hit by a boyfriend. (Sugar Magazine and the NSPCC)
- It is estimated that between 75% and 95% of rape crimes are never reported to the police. (ER)
- Although the incidence of rape is not decreasing, Rape Crisis Centres are closing for lack of funding. (Women's Resource Centre (WRC))
- Close to 10,000 women are sexually assaulted and 2,000 women are raped every week. (British Crime Survey 2008)
- At least 32% of children, mostly girls, experience some form of child sexual abuse. (HO)
- An estimated 66,000 women living in the UK have undergone female genital mutilation and 21,000 girls under 16 are currently at risk. (HO & WRC)
- In 2008 the Forced Marriage Unit received over 1600 calls to it's helpline on suspected incidences of forced marriage. (HO)
- There are no published statistics on so called 'honour crimes' in the UK but it is widely quoted that there are around 12 such murders a year. (HO)
- Although no official figures exist for how many women and girls are trafficked into the UK each year, research suggests that up to 4,000 women were thought to be smuggled into Britain in 2003 for sexual exploitation. (HO)
- There are estimated to be around 80,000 people involved in prostitution in the UK. As well as being at risk of exploitation they are particularly likely to be the victims of violent or sexual crime. (HO)

Transport:

- In general women have less access to private cars than men, and are the main users of public transport. (Planning Advisory Service (PAS))
- Women use transport at different times, in different ways and for different reasons from men, both to get to work, and to access services, childcare and food shopping. (PAS)
- Transport services and town planning rarely recognise this, or allow for women's greater fear of travelling at night, or provide easy access to transport for those carrying children and pushchairs. (PAS)

Isolation in Old Age:

- It is estimated that at least 1.7 million single older men could be living in isolation in the UK. Nearly 400,000 of these are single older men aged 75 and over. Furthermore, it is estimated that 289,000 single older men are living in poverty. (Age Concern)

1.5. Gender Reassignment:

Gender Dysphoria:

1 in 10,000 people suffer from the recognised medical condition known as gender dysphoria, generally referred to as being transgender or transsexual. In any school of 1,000 pupils there are likely to be 6 who will have transgender experience at some point in their lives. There will be others who have a transgender parent or close relative. Whilst most of us are perfectly comfortable with our self-image as male or female, those with gender dysphoria feel they were born in the wrong body - men feel they should have been born women and vice versa. Public bodies interact with transgender people and are required to understand and address their needs.

Transgender:

This is an umbrella term for people whose gender identity and / or gender expression differs from their birth sex. The term may include but is not limited to Transsexual people and others who define as gender-variant. Many Transgender people can identify as female-to-male (FtM) or male-to-female (MtF). Transgender people may or may not choose to alter their bodies hormonally and / or surgically. Some people have not, and do not intend to, undergo gender reassignment, and are not covered by the gender reassignment provisions in the Sex Discrimination Act. However, they are still protected from discrimination on the basis of their birth sex by the Sex Discrimination Act.

Transsexual:

This term is used to describe a person who intends to undergo, is undergoing or has in the past undergone gender reassignment (which may or may not involve hormone therapy or surgery). Transsexual people feel the deep conviction to present themselves in the appearance of the opposite sex. They may change their name and identity to live in the acquired gender. Some take hormones and cosmetic treatments to alter their appearance and physical characteristics. Some undergo surgery to change their bodies to approximate more closely to their acquired gender.

Issues include:**Transphobia:** (Equality and Human Rights Commission)

- Research undertaken in the areas of employment, health provision, social exclusion and hate crime indicates that Transgender people experience disproportionate levels of discrimination, harassment and violence. This includes bullying and discriminatory treatment in schools, harassment and physical/sexual assault and rejection from families, work colleagues and friends. Tackling transphobia must be a priority.

Education: (Equality and Human Rights Commission)

- The small amount of evidence available suggests that transphobic bullying exists and legislative protection for trans people in schools is inadequate.
- In one study, 75% of trans respondents experienced problems in school.
- Trans people faced problems similar to those they may encounter within the workplace: respondents 'felt isolated and needed to stay "in the closet"; they experienced harassment from teachers and other students.

Employment: (Equality and Human Rights Commission)

- Trans people are more likely than others to experience difficulty in finding work or retaining it if their background becomes known to others. High numbers report feeling obliged to change jobs because of workplace harassment and abuse. (EHRC)
- They have been found to be in jobs that are below their skills and educational capacity and appear more likely to work in lower-paid and insecure employment in the public sector, or to be self-employed.

Family Life: (Equality and Human Rights Commission)

- Upon revealing their gender issues people are at high risk of being shunned by family and friends.

Housing: (Equality and Human Rights Commission)

- Trans people may be particularly at risk of housing crisis and homelessness arising from transphobic reactions and harassment by family, neighbours and members of their local community.

- Trans people fear disclosing their identity to housing officers for fear that they will not be treated with dignity and respect. The result can be that they do not receive the housing services that they need or receive a service inappropriate to their needs.

Media, leisure and sport: (Equality and Human Rights Commission)

- There are particular problems for trans people in accessing changing facilities that are appropriate to their gender identity in sports and leisure facilities and in shops.
- Many trans people do not use these facilities in order to avoid discrimination, thereby restricting their leisure opportunities.

Crime: (Equality and Human Rights Commission)

- Trans people appear to experience high levels of hate crime and hate incidents.
- 62% of respondents had experienced transphobic harassment from strangers in public places who perceived them to be trans: mostly this had taken the form of verbal abuse.
- 40% had experienced transphobic threatening behaviour.
- 17% had been physically assaulted and 4% had been sexually assaulted.

Health:

- Trans people may also be at greater risk of isolation, alcohol abuse, suicide, self-harm, substance abuse and HIV infection, although these issues require further investigation. (Equality and Human Rights Commission)
- Trans people are susceptible to depression and at risk of suicide. (Department of Health)
- 33% of Trans Adults in the UK attempt suicide at least once. (Press for Change)

Older People:

- Recent research estimates that 7% of the trans population are aged 61 or over. (Equalities Review)

1.6 Race:

People from black and minority ethnic communities can often experience multiple inequalities. 70% live in the 88 most deprived neighbourhoods in the United Kingdom and they are more likely to be poor, with lower incomes spread across larger household sizes. They can also experience discrimination, stereotyping and racism. These overall patterns also vary between and within different ethnic groups. Gypsies and Irish Travellers can face acute discrimination and awareness of the needs of these communities can be low.

Issues include:

Children and Young People: (Department for Children, Schools and Families)

- Children and young people from Gypsy and Traveller Communities experience a lack of access to pre-school, out-of-school and leisure services. (Equality and Human Rights Commission)
- Children from black and mixed ethnic backgrounds are overrepresented among children who are looked after, and Asian children tend to be underrepresented.
- The patterns of over- and under-representation of black and minority ethnic children among the looked after population are for the most part replicated in the Children in Need Census and on child protection registers
- Children from mixed and black ethnic groups start to become looked after at higher rates than their presence in the population, but all ethnic groups cease being looked after at rates similar to the rate at which they enter care
- Once in care, Black Caribbean children are almost twice as likely to experience a placement in residential care compared with Bangladeshi children.

- Overall, 18% of children are returned home to a parent after being in care. Reunification is more common among children from the Pakistani, Indian and Bangladeshi ethnic groups (between 21 and 23 per cent) than for Chinese, Black African, 'Other' and Black Caribbean children (between 9 and 12 per cent)
- Children of mixed ethnicity and white British children have the highest rates of adoption from care. Black children and those of Pakistani and Bangladeshi origin have the lowest.
- In 2006 at GCSE 5+A*-C, pupils from of African, African-Caribbean, Bangladeshi and Pakistani backgrounds achieved below national averages.
- In 2006 less than a third of Traveller of Irish Heritage pupils reached the expected levels in Reading and Writing at age 7.
- Gypsy and Traveller learners are over-represented in permanent and fixed period exclusions pre-16.
- Travellers of Irish heritage and Gypsy or Roma pupils are over-represented among many categories of SEN.
- Pupils from Black, Pakistani, Bangladeshi and Gypsy and Traveller communities experience lower levels of educational attainment.
- African Caribbean pupils and pupils from mixed white and Caribbean backgrounds are more likely to be identified as having special educational needs (SEN) and are over-represented among the behavioral, emotional and social difficulties categories.
- Black pupils are more likely to be excluded from school.
- Mixed White and Black Caribbean pupils, Black Caribbean pupils and Black Other pupils have a much higher rate of exclusion than average.
- Families have an "overwhelming perception" that unfair and inconsistent behavior management in school is a significant problem.
- White British and Mixed Heritage pupils appear to have the least positive attitudes towards school, school work and lessons.
- Black and Minority Ethnic pupils are generally under-represented on the national register for Gifted and Talented pupils.
- People of minority backgrounds are disproportionately clustered at each end of the skills spectrum. A high proportion enter post-16 study but many leave school with no qualifications or lacking fluency in English.
- 13% of African-Caribbean people were NEET compared with 8% 'White British' and 4% of those of Indian heritage.

Employment:–

- Overall black and minority ethnic people are more likely to be unemployed, irrespective of their qualifications, place of residence, sex or age. They are less likely to hold senior management positions. (Equality Review (ER))
- Recent experiments show clear evidence of discrimination in whether people are offered employment opportunities, with interviews depending on the apparent ethnicity in their CVs.(National Equality Panel)
- People from an ethnic minority community are 13% less likely to find work than a white person. (Labour Force Survey 2008)
- People from second generation ethnic minority communities are much more likely to report that they have been refused a job on the grounds of ethnicity or colour than people from White British Communities. (ER)
- Pakistani and Bangladeshi women with the same characteristics as White women are 30% more likely to be out of work. (ER)
- Black African and Bangladeshi men, can also experience significant employment penalties. (ER)

- Gypsies and Irish Travellers can face barriers to employment due to low literacy levels. (Commission for Race Equality)
- Based on current rates of progress it is predicted that it will take nearly 100 years for people from ethnic minority communities to attain the same job prospects as white people. (Government Equalities Office)

Health –

- Babies of mothers born in the Caribbean and Pakistan have particularly high infant mortality rates, 10.7 and 8.6 deaths per 1000 live births respectively, compared with the overall infant mortality rate of 4.9 per 1000 live births. (ER)
- Pakistani and Bangladeshi people report amongst the highest levels of poor health. (ER)
- People born in South Asia have the highest mortality rates from circulatory disease. (ER)
- Pakistani men are also significantly more likely to suffer coronary heart disease or stroke than the general population. (ER)
- Research suggests that Black groups have more than six times the rate of psychotic illness than the general population and are presenting direct to acute care via the criminal justice system. (ER)
- Gypsies and Irish Travellers have the poorest life chances of any ethnic group today. Life expectancy for men and women is ten years lower than the national average. (Commission for Race Equality (CRE))
- Gypsy and Irish Traveller mothers are 20 times more likely than mothers in the rest of the population to have experienced the death of a child. (CRE)
- There is an increasing problem of substance abuse among unemployed and disaffected young people from Gypsy and Traveller Communities. (Equality and Human Rights Commission (EHRC))
- There are high suicide rates among Gypsy and Traveller communities. (EHRC)

Social Care:

- Adults and older people from black and minority ethnic communities are less likely to be provided with social services following an assessment. (Commission for Social Care Inspection (CSCI))
- Only 33% of all social services users in England thought that matters of race culture and religion were noted by local authority social services staff. (CSCI)
- Gypsy and Traveller Communities experience a lack of access to culturally appropriate support services for people in the most vulnerable situations, such as women experiencing domestic violence. (EHRC)

Housing:

- Black, Pakistani and Bangladeshi households are more likely to live in homes that fall below the Decent Homes Standard than white households. (Department for Communities and Local Government)
- Although the majority of Gypsies and Irish Travellers are believed to live in conventional housing, no one is sure how many actually do, or what their particular needs might be. (Commission for Race Equality (CRE))
- Housing services are usually tailored to the needs of different clients, but this is rarely the case for Gypsies and Irish Travellers. Many authorities recognise that they would rather live on sites, but since there are not enough of these, they do little to make the accommodation they can provide more suitable, for example by providing tenancy support to those who have recently moved from sites. As a result many Gypsies and Irish Travellers find it difficult to keep up their tenancies, leading to a cycle of eviction,

from housing to homelessness and unauthorised encampments, and to eviction again. (CRE)

- Housing services are not dealing appropriately with allegations by Gypsies and Irish Travellers of racial harassment, or with complaints about and by Gypsies and Irish Travellers of anti-social behaviour. The tendency is to conflate the two, with complaints of racial harassment by Gypsies and Irish Travellers being presumed without further investigation to be based on anti-social behaviour. (CRE)
- Many sites are located in polluted environments, far away from local services. Pitches are often overcrowded and facilities are well below the standard expected in social housing. (CRE)
- Planning applications for Gypsy and Traveller sites are significantly less likely to be approved than those for other types of development. (CRE)

Crime:

- Nationally, in 2005 the police recorded 50,000 racially or religiously motivated hate crimes. (Home Office (HO))
- The Police estimate that most racial hate crime is not reported because victims are too frightened or embarrassed. (HO)
- It is nearly seven times more likely that a young Black male's custodial sentence at a Crown Court will be 12 months or longer compared to a White male. (Equality Review)

Migrant Workers:

- There is anecdotal evidence from different local professionals of multiple occupancy in private rented accommodation, environmental health problems, destitution, exploitation and lack of knowledge about rights among migrants generally. These findings reflect conclusions found in research elsewhere. (Bedfordshire NHS Primary Care Trust)
- Polish migrant workers face barriers of language, cultural differences, lack of support networks, confusion about service pathways and service access, racism and low self-confidence. Support and advice about housing, education employment, health, policing, culture, sport and translation have been required. (Bedfordshire NHS Primary Care Trust (BNHSPCT))
- Tensions can exist between established migrants and new migrant workers from the same community. (BNHSPCT)

Asylum Seekers / Refugees:

- No statistical information exists about the numbers of Asylum Seekers present in Central Bedfordshire. (BNHSPCT)

1.7 Religion or Belief:

A lack of awareness about a person's religious or other beliefs can lead to discrimination. This is because religion can play a very important part in the daily lives of people. In addition there is often a perceived overlap between race and religion which needs to be taken into account:

Discrimination can occur if specific requirements are not taken into account for example:

- Diet / fasting, e.g. some groups are vegetarian; others require animals for consumption to have been slaughtered in a particular way, e.g. Muslims and Jews.
- Dress / Jewellery
- Religious observance / prayer and festivals
- Customs and practices to be followed in the case of birth and bereavement
- Cultural stereotypes for maleness and femaleness

For many people, belief is not merely external it is often based on a strong inward philosophy that has out workings in day to day life. For some religions (including atheism) there are not many outward signs of belief (i.e. festivals, dietary requirements etc.) Therefore there is danger of causing offence if organisations only focus on the outward, often more visible, aspects of religion and do not understand the moral constructs of the religion or belief. Such an approach can also result in an unbalanced bias towards more regimented, visible religions.

Local authorities also need to bear in mind that a significant proportion of the population (16% in Central Bedfordshire) may have humanist or non religious beliefs and their views should also be taken into account when addressing community cohesion, service delivery and employment.

Employment

- Only 61% of Muslim men have jobs compared to 80% of Christian men and 82% of Hindu men. (Government Equalities Office)
- There is emerging evidence that Indian and White Muslims experience employment disadvantage when compared to Indian and White Christians. (Equality Review)
- Women from nearly all ethnic / religious backgrounds have pay between a quarter and a third less than a White British Christian man with the same qualifications, age and occupation. (National Equality Panel)

Crime:

- The Police estimate that most religious hate crime is not reported because victims are too frightened or embarrassed. (Home Office)
- In 2006 there were 260,00 racially or religiously motivated offences (British Crime Survey)

1.8 Sexual Orientation:

The last five years have seen a range of legal changes benefiting lesbian, gay and bisexual people (LGB). However, many LGB people still experience discrimination in their everyday lives. They still feel prevented from making a positive contribution to their communities and their workplaces. From police stations to family courts and from housing to health services, gay people remain uncertain of fair treatment, an uncertainty which is often derived from personal experience. (Stonewall)

Contact with any LGB people needs to be carried out with sensitivity, they must feel assured that their privacy will not be breached and that their confidentiality will be guaranteed. This involves time to build up relationships so people feel able to share their experiences and express their needs without fear of stigma. (Stonewall)

- It is estimated that 5 to 7% of the population in the UK is LGB (Stonewall)

Issues include:

Young People: (Stonewall)

- 65% of lesbian and gay pupils have experienced homophobic bullying and many contemplate suicide as a result.
- Of those, 92% have experienced verbal homophobic bullying, 41% physical bullying and 17% death threats.
- Increased levels of truancy have been recorded as students seek to escape from persecution.

- Lesbian and gay young people are more likely to leave school at 16, despite achieving 6 GCSEs at Grade C. (Equality Review)

Employment: (Stonewall)

- Even though employers and public bodies have a responsibility to protect lesbian and gay people from discrimination, lesbian and gay people still encounter prejudice in their day-to-day lives.
- Nearly one in five lesbian and gay people (almost 350,000 employees in Britain) have experienced homophobic bullying in the workplace during the last five years.
- Lesbian and gay people in occupational groups C2DE are 50 per cent more likely to experience bullying than those in occupational groups ABC1.
- A third think that lesbian and gay people who are open about their sexual orientation are more productive in the workplace, because they do not have to cover up their home situation. However, they fear the risk of being bullied if they do come out.
- Among those who have experienced bullying, a quarter have been bullied by their manager, half by people in their own team and nearly a third have been bullied by people junior to them.

Health: (Department of Health)

- One in five of lesbian and gay teenagers have attempted suicide.
- Young gay men (under 25 years) are seven times more likely to commit suicide than the general population.
- Higher levels of alcohol and drug misuse have been recorded; (blocking out the pain).
- Evidence of emotional, mental and/or physical health conditions, such as eating disorders, as a result of the anxiety and eroded self esteem.

Housing: (Stonewall)

- When parents are very hostile to young lesbian and gay people, some feel forced to leave home even though they may become homeless as a result.
- One in five lesbian and gay people expect to be treated worse than heterosexuals when applying for social housing.

Crime:

- Police estimate that 90% of homophobic crime goes unreported because victims are too frightened or embarrassed to report the crime. (Equality Review)
- One in five lesbian and gay people have experienced a homophobic hate crime or incident in the last three years. One in eight has been a victim in the last year. (Stonewall)
- Three in four of those experiencing hate crimes or incidents did not report them to the police. Only 6% reported them to third parties. (Stonewall)
- Seven in ten did not report hate crimes or incidents to anyone. (Stonewall)
- One in six experiencing homophobic hate incidents in the last three years experienced a physical assault. (Stonewall)
- 8% of all black and minority ethnic lesbian and gay people have experienced a physical assault as a homophobic hate incident, compared to four per cent of all lesbian and gay people. (Stonewall)
- One in six lesbian and gay people have been insulted and harassed in the last three years because they are gay. (Stonewall)
- One in eight lesbian and gay people experiencing homophobic hate incidents have experienced unwanted sexual contact as part of the incident. (Stonewall)
- Overall, three in five lesbian and gay people have been a victim of any crime or incident in the last three year. (Stonewall)

Social Care: (Commission for Social Care Inspection)

Research has identified that Lesbian, gay, bisexual and transgender people want:

- **To feel safe and be free from discrimination**, where services take seriously any discrimination, whether from people providing services, other people using services or from the wider community; and LGB people have choice in the way that this is handled.
- **To be valued for who they are**, where services provide an environment where LGB people know that they will be valued, have opportunities to 'come out' when they choose and receive a positive response from staff.
- **Support to live the lives that they choose**, where services enable people to have choice about their social life, leisure activities and relationships. For many people, this means support to have contact with other LGB people.
- **To live a variety of lifestyles**, where services recognise that not all LGB people are the same and understand the aspirations and needs of each individual, ensuring they have choice and control over the support they use.

One particularly difficult area is where individual staff have objections to addressing issues of equality for lesbian, gay and bisexual people because of religious reasons. Under access to services legislation the rights and needs of the LGB service user to access non discriminatory services should be upheld.

Older people:

There are lots of assumptions and stereotypes made about older people, but probably one of the most enduring ideas is that all older people are heterosexual. They are clearly not, as gay, lesbian and bisexual people get older too. (Age Concern)

Older LGB people grew up at a time when homosexual acts were 'against the law' until 1967. As older gay men grew up when it was a criminal offence to engage in sex, they were forced to act secretly with fear of prosecution or 'outing'. Discrimination against being lesbian or gay was accepted, and many older LGB people behaved publicly as if they were 'straight', keeping their domestic and leisure activities strictly private and separated from their public lives. This can impact upon older LGB people's sense of well-being and upon their feelings about their sexual orientation making them reluctant to discuss their private lives with strangers. Some older people choose to self-exclude and are likely to continue to do so even after civil partnerships legislation: they may have lived their whole lives discreetly, even secretly, and therefore feel unable to make what would be a very public declaration of their sexual orientation. Similarly, they are unlikely to be in a position to 'come out' for the first time and begin demanding rights at a time of deep emotional trauma, such as the illness or death of a partner. Older LGB people receiving services at home can feel unsure about the treatment they will receive and so can feel obliged to hide any outwards signs of their identity such as photos before home carers etc arrive at their home.

- Of the UK population over State Pension Age, it is estimated that between 500,000 to 800,000 people are lesbian, gay or bisexual. (Age Concern)
- Older LGB people are 2 ½ times more likely to live alone and 4 ½ times less likely to have no children to call upon in times of need be without informal care and support networks, making their need for appropriate social care services even more acute. (Stonewall)
- Older LGB people want the opportunity to socialise and be with those who understand their concerns and have shared their life experiences. (Age Concern)

1.9 Socio Economic Inequalities

Disadvantage does not just come from a person's characteristics such as gender, ethnicity etc. Family background or where people live can also shape outcomes relating to how much money people earn or how long they live.

Background: (National Equality Panel)

- Inequalities in earnings and incomes are high in Britain, both compared with other industrialised countries, and compared with thirty years ago.
- Some of the widest gaps in outcomes between social groups have narrowed in the last decade, particularly between the earnings of women and men, and in the educational qualifications of different ethnic groups.
- Despite the elimination and even reversal of the differences in educational qualifications that often explain employment rates and relative pay, significant differences remain between men and women and between ethnic groups.
- Many of the differences cumulate across the life cycle, especially those related to people's socio-economic background. This can be seen before children enter school, through the school years, through entry into the labour market, and on to retirement, wealth and resources for retirement, and mortality rates in later life. Economic advantage and disadvantage reinforce themselves across the life cycle, and often on to the next generation.

Attainment: (Department for Children, Schools and Families)

- Less academically able, but better off children, overtake more able, poorer children at school by the age of six
- Children who are eligible for free school meals (FSM) do significantly less well at school at every stage. At Key stage 4 only 27% got 5 good GCSE passes in 2009 compared to 54% of those who were not eligible for FSM
- Only 14% of children receiving FSM at age 15 went on to higher education compared to 33% of those who were not eligible

Crime: (Equality Review)

- On average people living in the most deprived neighbourhoods are two and a half times as likely to be mugged or burgled and are more likely to be "very Worried"
- 12% of households in the most deprived areas have been a victim of one or more vehicle thefts, compared with 7% of those in the least deprived areas.

Inter-relationship with other equality characteristics: (Government Equalities Office)

- Although women generally live longer than men, since the early 1980s poorer women have been living less long than rich men
- 70% of People from Black and Minority Ethnic Communities live in the most deprived wards in the country.
- Disabled adults are twice as likely to live in low income households.
- Half of all lone parents are in low income households, the overwhelming majority are women.

Appendix 2. Consultation Findings on local equality issues

2.1) The Central Bedfordshire Place Survey 2008 - Analysis of Equality Issues

The survey was conducted amongst 2,828 local residents (1,352 for South Bedfordshire and 1,476 for Mid Bedfordshire), via a self-completion postal survey carried out between September and December 2008.

1) What's most important in making somewhere a good place to live?

In the first section of the questionnaire residents were asked to consider which issues are most important in making somewhere a good place to live, and which issues they are personally concerned about in their local area. For this and all questions, the local area was defined as the area within 15-20 minutes walking distance from the respondent's home.

Residents of Central Bedfordshire cite the level of **crime** (58%), **health services** (43%) and **clean streets** (35%) as the three most important factors in making somewhere a good place to live

Differences by Age:

When looking at the responses in each age group, there is variation in what is considered the most important factor in making somewhere a good place to live. Half of residents in older age groups (46% of 45-64 and 56% of 65+ year olds) consider health services to be important in making somewhere a good place to live, Younger residents (54% of 18-24) are more concerned about the provision of affordable decent housing.

Differences by Disability:

Disabled people are significantly more likely than able bodied people to consider the level of crime (61% compared to 48%), health services (53% compared to 39%) and public transport (31% compared to 23%) to be important in making somewhere a good place to live.

Differences by Gender:

Men are significantly more likely than women to consider the level of crime (62% compared to 54% of women), and the level of traffic congestion (28% of men, 21% of women) as important in making somewhere a good place to live.

Factors women are more likely than men to consider important are affordable decent housing (36% compared to 24%), education provision (33% compared to 27%) and shopping facilities (30% compared to 23% of men).

Differences by Race:

People from Black and Ethnic Minority Communities are more likely than White British People to consider the level of crime (69% compared to 57%) to be important in making somewhere a good place to live.

2) What needs improving?

Residents were then asked from the same list which five things most needed improving in their local area. Answers differed to what was considered the most important, with activities for teenagers (43%) being the most mentioned area for improvement in Central Bedfordshire, closely followed by the level of traffic congestion and road and pavement repairs (both 42%). Other factors mentioned by a quarter or more of respondents include shopping facilities, public transport (both 27%) and the level of crime (25%).

Differences by Age:

Those aged 65 and over are more likely than those in younger age groups to consider road and pavement repairs as something that needs improving (52%, compared with 25% of 18-24, 35% of 25-44 and 46% of 45-64 year olds). Respondents in the youngest age group are most likely to consider affordable decent housing as something that most needs improving in their local area (33%, compared with 17% of 25-44, 20% of 45-64 and 16% of those aged 65 and over).

Differences by Disability:

Disabled people are significantly more likely than able bodied people likely to consider that road and pavement repairs are most in need of improvement (46% compared to 40%) and sports and leisure facilities (17% compared to 11%)

Differences by Gender:

There are some differences in what respondents would consider in most need of improvement by gender. Men are significantly more likely than women to think that the level of traffic congestion (44% compared with 39%) and clean streets (19% compared with 15% of women) are aspects that need improving in the local area. Women are more likely than men to consider shopping facilities (31% compared with 23%) as things that need improving in their local area.

Differences by Race:

People from Black and Ethnic Minority Communities are more likely than White British People to consider that public transport is most in need of improvement (45% compared to 26%)

3) Local priorities

Across all Groups, the level of crime is the most important aspect in making somewhere a good place to live, and relatively high on the list that most need improving. Activities for teenagers is considered as in most need of improvement in Central Bedfordshire but not one that is most important in making somewhere a good place to live. The level of traffic congestion, public transport shopping facilities and affordable decent housing are also both high priorities for improvement but not the highest on the list of areas that are most important in making somewhere a good place to live.

Differences by Age:

Those aged 65 and over are more likely than those in younger age groups to consider road and pavement repairs and clean streets as a local priority.

Differences by Disability:

Disabled people are significantly more likely than able bodied people likely to consider that road and pavement repairs and clean streets are a local priority.

Differences by Race:

People from Black and Ethnic Minority Communities are more likely than White British People to consider that health services are a priority.

4) Community Cohesion**Differences by Age:**

Young people were less likely than other age groups to agree that their local area was a place where people from different backgrounds get on well together (70% compared to between 81 and 89%).

Differences by Race:

People from Black and Ethnic Minority Communities are more likely than White British People to consider that people not treating each other with respect or consideration is a problem 43% compared to 26%.

5) Personal Safety**Differences by Age:**

Those aged 65 and over are less likely than those in younger age groups to feel safe outside after dark (47% compared to between 51% and 58%).

Differences by Disability:

Disabled people are significantly less likely than able bodied people likely to feel safe outside after dark (45% compared to 57%).

Differences by Gender:

Women are less likely than men to feel safe outside after dark (47% compared to 61%).

2.2) Consultation with Disabled People in Central Bedfordshire 2008**Methodology of Survey**

The survey was available on line through the websites of local councils and through The Disability Resource Centre's website. Individual enquirers were sent questionnaires over a three week period, and the Disability Resource Centre also facilitated one to one interviews and a number of medium sized focus groups to collect a series of views and opinions. Over all there have been just over 100 responses containing around 850 separate written comments or submissions.

Main Findings**The main concerns were around:**

- the provision of information.
- the attitude of employees and the public.
- the provision and enforcement of disabled parking bays.

1) Access to Council Services**Overall Satisfaction with provision of services to the disabled:**

- 40.6% were unsatisfied with the council's service provision.
- 20.3% felt it was poor.
- Just one person thought the council did very well and two people said it did well.

Suggestions for improvement:

- the need for the council to listen and engage with disabled users better.
- lack of awareness of some of the facilities available, or indeed how to find out about them.
- support for leisure centre facilities and other groups.

Accessibility of existing council offices:

- The majority of people seemed to feel that the council offices were generally accessible.
- Other comments though raised issues with parking and needs of other users such as those who were visually impaired.

Other council buildings:

- The main issues raised were about changing rooms as well as parking.

2) Information about services**Council provision of information of disabled services:**

- Only one person felt that the council did very well at providing information.
- seven people felt that they did it well.
- 66.7% of people felt that the council did not do it well or not very well.

What the council could do to improve:

- the way that information is currently communicated to the general public.
- Being more proactive where facilities are misused by people who are not supposed to be using them.

3) Housing Related**Housing grant applications:**

- 30.3% of people had applied to the councils for disability grants to make their home more accessible.
- The means tested system can be complex, with lengthy waiting times for Occupational Therapy assessments, together with required interaction between Social Services, Environmental Health, Housing Associations, designers and approved contractors.

What the council could do to improve:

- Many of the comments expressed frustration with the system and a lack of information.
- A number of people raised concerns about the number and availability of suitable properties. It was felt that these should be built into new housing schemes and that improving the process would also make it easier for people to access.

4) Employment and Training opportunities for the disabled**Employment and Training:**

- Just 2 people felt there were enough opportunities.
- 34 did not feel that there were enough.
- 32 were unsure.

Barriers to employment and training:

- attitude from both the public in general as well as potential employers.

- the number of skilled instructors.
- the types of training available.
- people with mental impairments seemed to be more discriminated against.

What the council could do to improve:

- help change the general attitude to the disabled.
- incentivising and penalising employers.

5) Leisure and culture

Accessing Facilities:

- There was a general lack of awareness of the facilities available, or a feeling that the council failed to provide in general.
- Typical enquiries around leisure, often relate to the provision of personal equipment for a disabled person, as much as it does about accessible premises.

What the council could do to improve:

- Increased choice,
- making the facilities available at other times, not just when there is, low demand were all raised.
- It also needs to be advertised better.

6) Local area

What do you think the council is doing well:

- There were very few positive comments but did include dropped kerbs and audible crossing signals.
- Many of the negative issues covered were outside of the councils remit. This includes access at train stations, parking and the need to improve some of the dropped kerbs.

What the council could do to improve:

- parking,
- the state of the pavements, the need for more/better drop kerbs as well as crossings.
- Other issues included the problem of keeping pavements clear of obstacles including wheelie bins and also speed of repairs.

7) Crime and Safety

What the council is doing well:

- Many residents were unsure with a few citing that the Bobby van scheme was positive.

What the council could do to improve:

- The largest number of comments were actually around the need for increased provision of youth activities.

8) Transport and Parking

What the council is doing well:

- There were a number of positive comments about the number of taxis and buses which are accessible as well as about parking provision.

What the council could do to improve:

- Concerns were raised about potential over charging by taxis
- enforcement around both the issuing of disabled parking badges and their usage.
- The number of disabled parking bays could also be increased and disabled friendly bus stops.

9) How the Council treats you

Do council employees treat you with dignity and respect?

- One in four people felt that council employees didn't treat them with dignity and respect,
- 40% felt that they were treated appropriately.
- 35% were unsure.
- Among the comments were concerns about training and awareness of needs.

Greater involvement of disabled people in service design:

- 72.1% felt that they should have more involvement with only one respondent saying no.
- 26.2% didn't know.
- A number of suggestions about how they could be involved through a role advising and engaging were given.

10) Democratic Participation

Encouraging democratic participation:

- providing transport to get to meetings.
- the use of both existing and the creation of new networks and focus groups to help engage the disabled community.

Voting method:

- Almost the same number of people used postal voting method as went to the polling station with just two people utilising a proxy vote. The convenience of postal voting, rather than the level of accessibility is likely to be the key factor here.

11) Other issues

What's the first thing you would like to see improved:

- Dropped kerbs were the most frequently mentioned item
- the provision of other facilities in general.

What's the second thing you would like to see improved:

- More accessible shops
- along with more (enforced) disabled parking came second
- foot path maintenance.

As cars are the preferred mode of transport for most disabled people, parking becomes critical to the ease of independence once out and about. The need for some to transfer by the side of their vehicle, or for full door opening, or close proximity to entrances for those with limited walking ability requires continual policing and improved design.

What's the third thing you would like to see improved:

- Better information provision about what is available.

12) Demographics of respondents

- Around a third were not working due to health with a further third working full or part time and a third who were retired.
- The majority were in their own home (out right or with mortgage) 65.9%.
- the most common age range for respondents was 51-70, 54.2%.
- Nearly all respondents identified themselves as ethnically white British.
- Almost two thirds of respondents were female.
The higher proportion of female enquirers is consistent with DRC enquiries, where females do tend to be the decision makers, deciders, organisers especially around personal care and independence issues.
- 56.6% of respondents were disabled themselves.
- 30.1% cared for someone disabled.
- 33.7% have an interest in issues affecting disabled people.
- 23% were carers providing less than 16 hours of care.
- 76.9% were carers who spent more than 16 hours a week.
- The prevalent disabilities (70.5%) were mobility related, although this was often linked with other forms of impairment.

The propensity of multiple disabilities is not uncommon, with enquirers often stating 3rd and 4th conditions.

In 2007/08 The Disability Resource Centre received over 779 enquires recording more than two conditions and 131 stating more than 3 different conditions.

In 07/08, The Disability Resource Centre received enquiries covering 103 different conditions through Bedfordshire and Luton.

2.3) Central Bedfordshire Council Employee Survey 2009

Central Bedfordshire Council is a new unitary Council which was formed on 1st April 2009 from three legacy Councils (Mid and South Bedfordshire District Councils and Bedfordshire County Council). Most employees are based at three main locations (Bedford, Chicksands and Dunstable) as well as a number of satellite offices, libraries and youth centres across Central Bedfordshire. As a result of being a newly formed organisation, the Council were keen to undertake the employee survey at the earliest possible opportunity to obtain baseline information that is being used to improve the performance of the Council by:

- Informing the continued development of the Council and its people.
- Developing a management and leadership style that inspires confidence and trust and which truly gets the best out of people.
- Generating a genuine sense of teamwork and collaboration across the Council, where the best ideas are identified and shared openly and where everybody is pulling together to achieve the shared goals and objectives.
- Understanding the enablers and barriers to day to day performance and to providing the highest possible levels of service to the local community.
- Making Central Bedfordshire Council a great place to work by attracting and retaining the highest quality people.

The questions were designed by Ipsos MORI and Central Bedfordshire Council in line with these objectives.

Methodology

The 2009 survey was conducted by Ipsos MORI as follows:

- A mixed online and paper methodology; the online version using invitations emailed to employee by Ipsos MORI and the paper version distributed by Central Bedfordshire Council.
- The survey completion period was 7 – 25 September 2009.
- The survey generated **1,413** responses – an overall response rate of **55%**.
- Results are benchmarked against the Ipsos MORI norms.
- Results were analysed by Directorate, office location, gender, length of service, working status (full time/part time/term time), disability, ethnic background, religion and belief and sexual orientation.

Overall Findings:

Line Management:

- Almost **two thirds (64%)** of employees feel their manager is good at managing people which is **8%points** above Ipsos MORI normative data.
- Managers are approachable according to **89%** of employees with **82%** saying they are open and honest.
This is mirrored across Directorates and outperforms the public sector norm by **13% points**.
- Managers are also highly supportive (**79%**) behave with integrity (**84%**) and consult employees on matters where they can contribute (**71%**).
- When it comes to teamwork, line managers encourage their teams to work together and to be open and honest within the team (both **74%**) which is a good basis for fostering open and honest communications across the organisation.

Learning and Development:

- The Council is seen to be committed to training and developing staff by more than half of employees (**57%**), just above Ipsos MORI normative data for overall and public sector (**52%** vs. **53%** respectively).
- Within the Council perceptions of its commitment vary across Directorates (e.g. **47%** in Business Transformation compared with **66%** in Children, Families and Learning).
- However, only **half** of employees feel able to access the training and development they need.
- **Two thirds of employees** say their line manager encourages and supports their learning and development.
- Only one third of employees currently feel there are opportunities to develop their career at the Council.

Teamwork:

- **Seven in ten employees** feel there is a good working atmosphere in the area that they work and that they enjoy being part of it, particularly in Social Care, Health and Housing (**81%**) and at Amphill and Biggleswade offices (both **91%**).
- This is felt less by those in the under 25 years age group (**60%**).
- A strong sense of team work and co-operation within teams is also prevalent with **seven in ten** employees also feeling this is the case in their team, following a similar pattern across locations and age groups.

Work Life Balance:

- Despite the results about lack of people, **57%** of employees feel they are able to achieve a balance between their work and home lives, a figure in line with both Ipsos MORI overall normative data and public sector data (**55%** and **56%** respectively).
- Satisfaction with work life balance is highest in Social Care, Health and Housing at **62%**, at Melbourne House and Ampthill (**64%** and **66%**) and in Libraries (**74%**).
- Just over **seven in ten** employees are satisfied with opportunities for flexible working, although slightly less so in Social Care, Health and Housing (**64%**) as well as at Biggleswade and Ampthill locations (**50%** and **60%**).

Reward and Recognition:

- Satisfaction with benefits including pay at Central Bedfordshire Council is just below the Ipsos MORI normative data for private and public sectors, at **52%**.
- Satisfaction levels are broadly similar across all directorates with Sustainable Communities showing slightly higher than average scores at **55%**.
- Satisfaction levels are higher amongst those who have spent less time in the organisation, ranging from **60%** satisfaction amongst new joiners with up to one years' service to **48%** for those with between two and five years' service.
- **Two in five** employees feel that their benefits package at the Council is comparable to those in other organisations who are doing similar jobs. This remains above the normative figures for both overall and public sector, with even the lower scores in Business Transformation (**35%**), Corporate Resources (**35%**) and Social Care, Health and Housing (**36%**) outperforming the norm by up to **3 % points**.
- 45% of employees feel valued and recognised, which again outperforms the Ipsos MORI normative data for overall and public sector.
- Employees in Children, Families and Learning feel more positive about this (**55%**) than those in Corporate Resources (**37%**), and Sustainable Communities (**36%**).

Fairness:

- Only **two in five** employees feel fairly treated by Central Bedfordshire Council and this drops to a third in Corporate Resources and Sustainable Communities.
- Across all Directorates there is a proportion of the population who are unsure (**29%** of the overall neither agree nor disagree).
- Almost two thirds (**63%**) however, feel that the Council does not discriminate on the grounds of age, gender, transgender, ethnicity, disability, sexual orientation, religion or belief.
- Only **just over half** of employees (**52%**) feel confident that the Council would deal with a bullying or harassment issue effectively if were raised, with a large proportion of fence-sitters.
- Only **45%** believe that Central Bedfordshire Council values the diversity of its employees with a large proportion who are again uncertain about this.
- Diversity is felt to be more valued in Children, Families and Learning (**54%**).
- When it comes to recruitment and selection processes, **46%** of employees feel they are fair and transparent with Corporate Resources and Business Transformation showing lower results (**36%** and **39%** respectively).
- Only around one third (**34%**) believe the Council is genuinely interested in the well being of its employees which falls short of the Ipsos MORI Overall norm figure of (**43%**) .

- Similarly, less than a quarter (**22%**) feel that the Council cares about what they think and feel, with patterns echoing those regarding interest in well being across directorates.

Culture:

- Employees described the current culture at Central Bedfordshire Council as bureaucratic (**63%**), financially focused (**53%**) and hierarchical (**46%**).
- Looking into the future of Central Bedfordshire Council, employees describe the culture the Council should have to be successful as predominantly community focused (54%) which is an attribute of the Council as it currently stands.
- The Council also needs to be caring (43%) and more proactive (41%).
- A **third** feel the Council needs to be more innovative (**30%**).
- Other key attributes of a successful Council in the future are being consultative, fair and adopting a 'can do' attitude. (**29%, 26% and 26%** respectively)

Analysis of Differences in Findings by Equality Characteristics:

Age:

Performance:

- Only 36% of under 25's felt the Council gets the best out of them compared to 63% overall.

Disability:

Line Management:

- 72% of disabled employees rated their manager as open and honest compared with 82% overall.
- 53% of disabled employees said that their manager inspires confidence compared to 64% overall.

Performance:

- Only 38% of disabled employees agreed that stress was not affecting their performance compared to 50% overall.

Fairness:

- 34% of disabled employees felt that the council values the diversity of employees compared to 45% overall.
- 31% of disabled employees feel that all staff are treated fairly compared to 41% overall.
- 53% of disabled employees think that the Council does not discriminate on any grounds compared to 63% overall.
- 36% of disabled employees are confident that the council would deal with bullying and harassment effectively compared to 52% overall.

Gender:

Skills and Abilities:

- Only 56% of men felt that the Council was making the best use of their skills and abilities compared with 63% overall.
- Only 43% of men felt the Council gets the best out of them compared to 63% overall.

Learning and Development:

- 50% of men felt that the council was committed to training and development compared to 57% overall.
- 42% of men found it easy to access training compared to 50% overall.
- 52% of men felt that training helps them do their job effectively compared to 62% overall.
- 46% of men felt that training helps them to develop their career compared to 53% overall.

Work Life Balance:

- 50% of Men felt that they were able to achieve work life balance compared to 57% overall.

Line Management:

- 49% of part time employees had regular meetings with their manager compared to 58% overall.
- 42% of part time employees receive regular feedback from their manager compared to 50% overall.
- 41% of part time employees discuss training and development needs with their manager compared to 49% overall.
- 59% of part time employees felt that their manager engaged them in consultation compared to 71% overall.

Performance:

- 49% of men said there was too much work compared to 42% overall.

Fairness:

- 56% of men think that the Council does not discriminate on any grounds compared to 63% overall.

Race:

Skills and Abilities:

- Only 38% of Ethnic Other Background felt that the Council was making the best use of their skills and abilities compared with 63% overall.
- Only 15% of Ethnic Other Background felt the Council gets the best out of them compared to 63% overall.
- Only 15% of Ethnic Other background felt that there were opportunities to develop their career compared with 32% overall and 46% of Black and 63% of Mixed Race employees.

Remuneration:

- 23% of Asian and Black employees, 25% of Mixed Race employees and 31% of Ethnic Other Background employees felt that their benefits package including pay was comparable to other people doing a similar job in other organisations compared to 40% overall.
- 33% of Asian, 38% of Black, and 38% of Ethnic Other Background employees were satisfied with their benefits package including pay compared to 52% overall.

Line Management:

- 69% Ethnic Other Background rated their manager as open and honest compared with 82% overall.
- 31% of Ethnic Other Background employees receive regular feedback from their manager compared to 50% overall.
- 31% of Ethnic Other Background employees discuss training and development needs with their manager compared to 49% overall.
- 54% of Ethnic Other Background employees felt that their manager engaged them in consultation compared to 71% overall.

- 49% of Asian and Black employees and 46% of Ethnic Other Background said that their manager inspires confidence compared to 64% overall.
- 62% of Asian, Black and Ethnic Other Background employees think that their manager encourages openness and honesty compared with 74% overall.
- 62% of Black and Ethnic Other Background employees think that their manager is supportive compared to 79% overall.

Learning and Development:

- 46% of Ethnic Other Background felt that the council was committed to training and development compared to 57% overall.
- 56% of Ethnic Other Background employees felt that their manager supports Learning and development activities compared to 66% overall.
- 56% of Asian employees felt that their manager supports Learning and development activities compared to 66% overall.
- 38% of Asian employees found it easy to access training compared to 50% overall.
- 67% of Black and 63% of Mixed Race employees found it easy to access training.
- 85% of Black and 81% of Mixed Race employees felt that training helps them do their job effectively compared to 62% overall.
- 46% of Asian employees felt that training helps them to develop their career compared to 53% overall.
- 72% of Black and 75% of Mixed Race employees felt that training helps them to develop their career.

Performance:

- 67% of Asian employees said there was too much work compared to 42% overall.
- 89% of Black and 83% of Mixed Race employees found the Personal Development Review useful in improving performance compared to 66% overall.

Fairness:

- 23% of Ethnic Other Background employees felt that the council values the diversity of employees compared to 45% overall and 63% of Mixed Race employees.
- 31% of Asian and 23% of Ethnic Other Background employees felt that recruitment and selection processes are fair compared to 46% overall.
- 33% of Ethnic Other Background employees feel that all staff are treated fairly compared to 41% overall and 63% of Mixed Race employees.
- 51% of Asian and 23% of Ethnic Other Background employees think that the Council does not discriminate on any grounds compared to 63% overall.
- 15% of Ethnic Other Background employees are confident that the council would deal with bullying and harassment effectively compared to 52% overall and 75% of Mixed Race staff.

Religion and Belief:

Remuneration:

- 17% Muslim employees felt that their benefits package including pay was comparable to other people doing a similar job in other organisations compared to 40% overall.
- 28% of Muslim employees were satisfied with their benefits package including pay compared to 52% overall.

Line Management:

- 39% of Muslim employees receive regular feedback from their manager compared to 50% overall.
- 44% of Muslim employees said that their manager inspires confidence compared to 64% overall.

Learning and Development:

- 33% of Muslim employees found it easy to access training compared to 50% overall.
- 50% of Muslim employees felt that training helps them do their job effectively compared to 62% overall.
- 46% of Muslim employees felt that training helps them to develop their career compared to 53% overall.

Work Life Balance:

- 33% of Muslim employees felt that they were able to achieve work life balance compared to 57% overall.

Performance:

- 83% of Muslim employees said there was too much work compared to 42% overall
- 57% of Muslim employees found the Personal Development Review useful in improving performance compared to 66% overall.

Fairness:

- 28% of Muslim employees feel that all staff are treated fairly compared to 41% overall.

Sexual Orientation:

Skills and Abilities:

- Only 40% of gay women / lesbian employees felt the Council gets the best out of them compared to 63% overall.

Remuneration:

- 30% of gay women / lesbian employees were satisfied with their benefits package including pay compared to 52% overall.

Line Management:

- 70% of gay women / lesbian employees believe that their manager behaves with integrity compared to 84% overall.
- 60% of gay women / lesbian employees felt that their manager engaged them in consultation compared to 71% overall.
- 50% of gay women / lesbian employees said that their manager inspires confidence compared to 64% overall.
- 50% of gay women / lesbian employees felt that their manager recognised when they had done a good job compared with 71% overall.
- 62% of gay women / lesbian employees think that their manager is supportive compared to 79% overall.

Learning and Development:

- 40% of gay women / lesbian employees felt that the council was committed to training and development compared to 57% overall.
- 40% of gay women/ lesbian employees found it easy to access training compared to 50% overall.
- 70% of gay women / lesbian employees felt that training helps them to develop their career compared to 53% overall.

Performance

- Only 20% of gay women /lesbian employees agreed that stress was not affecting their performance compared to 50% overall.
- 70% of gay women / lesbian employees said there was too much work compared to 42% overall.

Respondent Profile:

GENDER: Male 395 Female 1005

LENGTH OF SERVICE: Up to 6 months 45 Over 6 months - 1 year 63
 Between 1 and 2 years 155 Between 2 and 5 years 328 5 years or over 809

AGE: Under 25 years 53 25 - 39 years 387 40 - 49 years 469
 50 - 59 years 385 60 years + 104

WORKING STATUS: Full time 1057 Part time 311 Term time 36

CONTRACT TYPE: Permanent 1345 Fixed term/temporary/secondment 56

DISABILITY: Yes 64 No 1330

ETHNIC BACKGROUND: White 1273 Asian 39 Black 39 Mixed 16
 Chinese 2 Other 13

RELIGION AND BELIEF: Christian 848 Hindu 8 Jewish 3 Muslim 18 Sikh 9
 Buddhist 5 No religion 412 Other 61

SEXUAL ORIENTATION: Heterosexual 1175 Gay man 7 Gay woman/lesbian 10
 Bisexual 4 Do not wish to answer 170

2.4) Central Bedfordshire Officer Workshops

As part of the development of the Equality and Diversity Scheme consultation workshops were held with officers drawn from across the Council to consider the key equality issues for Central Bedfordshire and the actions which need to be taken.

Key issues:

- Leadership and commitment to equality from Senior Managers and Members across all parts of the Council
- Creating an inclusive culture for all staff in all parts of the organisation which is demonstrated by values and behaviours at all levels of the organisation
- A clear, explicit Council statement indicating the commitment to tackling inequality
- Ensuring that Service Plans are required to clearly identify equality objectives
- Establishing Personal Development Review processes which identify equality training and development needs
- A range of equality training with some mandatory aspects and a more service specific, practical focus.
- Clear sources of support / expertise / challenge for officers.
- Identifying key issues for specific services.
- Defining what success looks like.
- Increased cross council working.
- Regular staff engagement to identify issues and barriers.
- Publicising / highlighting good practice and innovation across the Council.

2.5) Central Bedfordshire Equality Forum

The Equality Forum acts as an advisory and consultative body to the Council on statutory service delivery and employment duties and issues relating to age, disability, gender, gender re-assignment, race, religion or belief and sexual orientation as they relate to Central Bedfordshire.

The Forum considered an early draft of the Scheme at its inaugural meeting 25 June 2009 and confirmed that the document was very complete and provided a high level statement and principles. The Forum was asked for feedback and guidance on anything they wished to be added. Forum Members highlighted that the key issue when developing and implementing an equality scheme was to ensure that the scheme was owned by the leadership of the Council and that Members and Directors would support its implementation. It was confirmed that the documents would be approved by the Central Bedfordshire Council Management Team and the Executive for final signoff.

The Forum agreed that the document was excellent and that the approach set out in section 5 was to be commended. The following bullet points highlighted the key areas around which the Forum agreed activity needed to be focused:

- Partnership working
- Leadership and Accountability
- Development of a Corporate Approach
- Delivery of commitments across every service
- Compliance with legal requirements and evidence of improved outcomes

Priorities for Equality Groups:

Following the meeting of 25 June 2009 an electronic questionnaire was circulated to members of the Forum to help inform the priorities within the equality scheme for Central Bedfordshire.

EQUALITY ISSUES FOR OLDER PEOPLE:

- 50% Support for Carers
- 33% Access to health and social care services
- 33% Access to convenient, safe and accessible public transport
- 33% Access to social networks
- 17% Support with day to day needs such as shopping, cleaning and gardening
- 17% Provision of financial advice
- 17% Projects to increase safety & security such as no cold calling & neighbourhood watch

Other important issues for Older People:

- Development of Social Cohesion to increase social capital to reduce discrimination and lack of awareness of other cultures, lifestyle choices and wider life experiences for example people who live in isolated areas will only socialise with people 'of the same' there is a need to develop a wider understanding and address how our culture rapidly changes and embrace the changes.

- Slightly different issues for rural older people (more isolated, access more difficult).

EQUALITY ISSUES FOR GIRLS/ WOMEN:

- 50% More opportunities to take part in public and political life (such as governor, magistrate and councillor)
- 33% Lack of family friendly employers who promote flexible working and equal pay
- 33% Access to affordable childcare
- 33% Violence against women (such as sexual exploitation, rape, domestic violence, honour killing and forced marriage)
- 17% Girls tending to choose subjects and careers which lead to lower paid and lower status employment
- 17% Access to local employment and training opportunities
- 17% Access to convenient, safe and accessible public transport

Other important issues for Girls / Women:

- Ethnicity plays a part in their options for careers and family circumstances.

EQUALITY ISSUES FOR BOYS/ MEN:

- 50% Poor educational attainment of disadvantaged boys
- 33% Reduce unemployment
- 33% Access to re-training opportunities
- 33% Single older men, living in isolation, unable to access services
- 17% Family support services are mostly aimed at mothers and not fathers
- 17% Reduce school exclusion rates of boys
- 17% Improve men’s use of health care and other services

Other important issues for Boys / Men:

None mentioned.

EQUALITY ISSUES FOR TRANSGENDER PEOPLE:

- 50% Lack of support to tackle feelings of isolation leading to alcohol abuse, suicide and self-harm
- 33% Bullying and harassment in schools and further education
- 17% Discrimination and harassment at work
- 17% Lack of employment opportunities
- 17% Personal safety in local communities and on public transport
- 17% Lack of representation in democratic processes

Other important issues for Transgender People:

- Lack of positive role models.
- lack of social cohesion on a wider scale, public acceptance.
- use of the medical model in language.
- lack of capacity to develop interest groups and involvement in public and social culture.

EQUALITY ISSUES FOR DISABLED PEOPLE:

- 33% Lack of support for families with young disabled children
- 33% Reluctance to employ disabled people
- 33% Access to disabled facilities grants / aids and adaptations

- 33% Lack of disability awareness amongst service providers
- 17% Bullying of children and young people with disabilities
- 17% Lack of support and choice for independent living
- 17% Access to convenient, safe and accessible public transport
- 17% More opportunities to take part in public and political life (such as governor, magistrate and councillor)

Other Important Issues for Disabled People:

- Lack of awareness that disabilities are not just 'seen disability'. Disabilities are wide ranging.

EQUALITY ISSUES FOR BLACK AND ETHNIC MINORITY PEOPLE:

- 50% Understanding and meeting the needs of different cultural groups
- 33% Reduce school exclusion rates of Black pupils, Mixed White, Black Caribbean pupils and Black Other pupils and Gypsy and Traveller communities
- 33% Employment discrimination
- 33% Lack of understanding and interaction amongst different communities
- 17% Raise attainment of pupils from Black, Pakistani, Bangladeshi and Gypsy and Traveller communities
- 17% Lack of knowledge of local services

Other Important Issues for Black and Ethnic Minority People:

- Bullying/harassment of young people in schools/FE Colleges.

EQUALITY ISSUES FOR RELIGION AND BELIEF

- 50% Lack of support to tackle feelings of isolation leading to substance misuse, self harming and suicide
- 33% Support for young people made homeless by their families
- 50% Lack of support networks for older lesbian, gay and bisexual people
- 33% Bullying in schools
- 17% Violence and antisocial behaviour

Other Important Issues relating to Religion and Belief:

- Bullying/harassment of people on religious grounds.

EQUALITY ISSUES FOR LESBIAN, GAY AND BISEXUAL PEOPLE

- 50% Lack of support to tackle feelings of isolation leading to substance misuse, self harming and suicide
- 33% Support for young people made homeless by their families
- 50% Lack of support networks for older lesbian, gay and bisexual people
- 33% Bullying in schools
- 17% Violence and antisocial behaviour

Other Important Issues for Lesbian, Gay and Bisexual People:

- Lack of social capital and funding to develop cohesion and inclusion.
- lack of awareness amongst service providers across the statutory and VCS.
- lack of awareness that sexual orientation is a lifestyle choice and not a sexual activity.
- lack of awareness around legislation and hate crime reporting.
- lack of ongoing support for people who feel isolated and 'not engaged'.

- lack of positive local role models.

Other Comments:

- Lack of recording and monitoring to establish gaps in service delivery and the understanding why the question - what is your sexual orientation - should be asked!
- Lack of challenge to procured services from the statutory services - to ensure and include with meaning and not tokenism!
- As some of these questions imply, we need joined up thinking between all public sector bodies since health, education and local government all have an effect upon the outcomes for people. When decisions are taken, they can have a perverse influence on other aspects of the local area's support for citizens.

Appendix 3. Summary of Equality and Diversity Legislation

The following section provides a summary of the equality and diversity legislation that all organisations must comply with and also includes details of the additional equality duties which public bodies must implement.

Adoption of the new Equality Framework for Local Government will facilitate the Council in meeting statutory requirements. The Framework is constructed around five key areas which are also directly related to the new performance framework and Comprehensive Area Assessment. These are:

- Knowing your community – equality mapping
- Place shaping, leadership, partnership and organisational commitment
- Community engagement and satisfaction
- Responsive services and customer care
- A modern and diverse workforce

2.1. Age

- **Employment Equality (Age) Regulation 2006**

Protects against discrimination on grounds of age in employment and vocational training. Prohibits direct and indirect discrimination, victimisation, harassment and instructions to discriminate.

[Access the Employment \(Age\) Regulation 2006](#) at the OPSI website

Further information at the [Acas website](#) and the [Local Government Employers website](#)

2.2. Carers

- **Work and Families Act 2006 and Employment Rights Act 1996**

Gives working carers rights to help them manage work and caring including the right to request flexible work and leave entitlement.

2.3. Disability:

- **Disability Discrimination Act 1995**

Outlaws the discrimination of disabled people in employment, the provision of goods, facilities and services or the administration or management of premises.

[Access the Disability Discrimination Act 1995](#) at the Office of Public Sector Information (OPSI) website

Requirements of the Disability Discrimination Act 1995:

The duties placed on service providers and those involved in the disposal or management of premises were introduced in three stages:

- i) Since 2 December 1996 it has been unlawful for service providers to treat disabled people less favourably for a reason related to their disability (e.g. refuse to serve someone/charge more/provide a lower standard of service, for example by being rude or off hand).
 - ii) Since 1 October 1999 service providers have had to make "reasonable adjustments" for disabled people (e.g. providing extra help or making changes to the way they provide services).
 - ii) Since 1 October 2004 service providers should have identified whether other "reasonable adjustments" in relation to the physical features of their premises were required and have considered how to overcome physical barriers to access (e.g. removing, altering or avoiding physical barriers or providing a reasonable alternative method of making the service available).
- **Special Educational Needs and Disability Rights in Education Act 2001**
Extended the right of non-discrimination to disabled pupils and students. Has had a significant impact on education establishments and local education authorities. Requires a pro-active approach to removing physical, information, attitudinal and organisational barriers faced by pupils and students with disabilities
 - **Disability Discrimination Amendment Act 2005**
Introduces a positive duty on public bodies to promote equality for disabled people. [Access the Disability Discrimination Act 2005](#) at the OPSI website

Requirements of the Disability Equality Duty:

The Duty reflects the social model of disability. This takes the approach that what stops or hinders a disabled person doing something are barriers that society has put in place or chosen to ignore, i.e. it is society that disables a person not their impairment. It also recognises that active steps are needed to promote equality for disabled people. Public Authorities were required to publish a Disability Equality Scheme by 4 December 2006 setting out how when carrying out their functions due regard will be given to the need to:

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

The legislation recognises that achieving equality for disabled people may mean treating them more favourably for example by providing reasonable adjustments such as dedicated car parking spaces. Non disabled people customers/staff might also want a parking space but will not experience the same degree of disadvantage if they do not get one.

2.4. Gender:

- **Equal Pay Act 1970 (Amended)**

This gives an individual a right to the same contractual pay and benefits as a person of the opposite sex in the same employment, where the man and the woman are doing: like work; work rated as equivalent under an analytical job evaluation study; or work that is proved to be of equal value
[Access the Equal Pay Act \(Amendment\) 1970](#) at the OPSI website

- **Sex Discrimination Act 1975**

The Act makes it unlawful to discriminate on the grounds of sex. Sex discrimination is unlawful in employment, education, advertising or when providing housing, goods, services or facilities. It is unlawful to discriminate because someone is married, in employment or advertisements for jobs.
[Access the Sex Discrimination Act 1975](#) at the Press for Change website

- **The Employment Equality (Sex Discrimination) Regulations 2005**

Introduced new definitions of indirect discrimination and harassment, explicitly prohibits discrimination on the grounds of pregnancy or maternity leave, sets out the extent to which it is discriminatory to pay a woman less than she would otherwise have been paid due to pregnancy or maternity issues.
[Access the Employment Equality \(Sex Discrimination\) Regulations 2005](#) at the OPSI website

- **Equality Act 2006**

Established a single Commission for Equality and Human Rights by 2007 that replaced the three existing commissions. Introduced a **positive duty on public sector bodies to promote equality of opportunity between women and men and eliminate sex discrimination**. Protects access discrimination on the grounds of religion or belief in terms of access to good facilities and services.
[Access the Equality Act 2006](#) at the OPSI website
Further information at the [Women and Equality Unit website](#)

Requirements of the Gender Equality Duty:

The Equality Act 2006 amended the Sex Discrimination Act, and placed a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need:

- to eliminate discrimination and harassment that is unlawful under the Sex Discrimination Act 1975
- to eliminate discrimination that is unlawful under the Equal Pay Act 1970
- to promote equality of opportunity between women and men

The duty was introduced in recognition of the need for a radical new approach to equality – one which places more responsibility with service providers to think

- **Race Relations (Amendment) Act) 2000**
Places a statutory duty on all public bodies to promote equal opportunity, eliminate racial discrimination and promote good relations between different racial groups. [Access the Race Relations Amendment Act 2000](#) at the OPSI website

The Race Relations (Amendment) Act 2000 was informed by the McPherson Inquiry into the death of Stephen Lawrence, established in 1997 by the Home Secretary. The inquiry highlighted the way that institutional racism can affect the way organisations operate and the way services are provided. The report provided the following definition of institutional racism:-

“The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture and ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people. It persists because of the failure of an organisation openly and adequately to recognise and address its existence and causes by policy, example and leadership.”

Requirements of the Race Equality Duty

Section 71(1) of the Act gives public authorities such as the Council a *general duty* to promote race equality. The aim of this duty is to place race equality at the centre of service delivery, employment practice and the development and review of policy. This means that the Council must have ‘due regard’ to the need to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity, and
- Promote good relations between people of different racial groups.

This means that the Council in carrying out its functions and Services has obligations with respect to racial equality. Consequently, race equality must be considered integral to the way in which services are delivered and in any future policy development.

The general duty is supported by a number of specific duties. These are intended to assist the Council in meeting its general duty.

Specific Duty A - Monitor existing functions and policies for adverse impact and act on the results

Specific Duty B - Conduct assessments of the potential impact of proposed policies related to any of the prioritised functions and policies and consult

Specific Duty C - Publish results of the monitoring, of impact assessments and consultations

Specific Duty D - Ensure that all sections of the community have access to information about council services and access to the services that they require

Specific Duty E - Train staff responsible for managing and delivering the RES

Specific Duty F – Employment monitoring of: Numbers of employees in post, Numbers of applicants for employment, Promotion of employees / employees promoted from within the Council, Training of employees / employees trained. Monitor the ethnicity of and analyse the subsequent results from: Grievances, Disciplinary action, Performance appraisals (when this results in benefits and sanctions), Training, Dismissals and other reasons for leaving

The Council is also required to publish annually the results of this ethnicity monitoring.

- **Race Relations Act 1976 (Amendment) Regulation 2003**
Introduced new definitions of indirect discrimination and harassment, new burden of proof requirements, continuing protection after employment ceases, new exemption for a determinate job requirement and the removal of certain other exemptions.
[Access the Race Relations Act 1976 \(Amendment\) 2003](#) at the OPSI website
- **Racial and Religious Hatred Act 2006**
The Act seeks to stop people from intentionally using threatening words or behaviour to stir up hatred against somebody because of what they believe.
[Access the Racial and Religious Hatred Act 2006](#) at the OPSI website.

2.7. Religion or Belief:

- **Employment Equality (Religion or Belief) Regulation 2003**
The directive protects against discrimination on the grounds of religion and belief in employment, vocational training, promotion and working conditions.
[Access the Employment Equality \(Religion or Belief\) Regulation 2003](#) at the OPSI website
Further information can be found at the [Acas website](#)
- **Equality Act 2006**
Established a single Commission for Equality and Human Rights by 2007 that replaced the three existing commissions. Introduced a positive duty on public sector bodies to promote equality of opportunity between women and men and eliminate sex discrimination. **Protects access discrimination on the grounds of religion or belief in terms of access to good facilities and services**

2.8. Sexual Orientation:

- **Employment Equality (Sexual Orientation) Regulation 2003**
The directive protects against discrimination on the grounds of sexual orientation in employment, vocational training, promotion, and working conditions.
[Access the Employment Equality \(sexual orientations\) Regulation 2003](#) at the OPSI website
Further information at the [Acas website](#)
- **Civil Partnerships Act 2004:**
Provides legal recognition and parity of treatment for same-sex couples and married couples, including employment benefits and pension rights.
[Access the Civil Partnerships Act 2004](#) at the website of the Office of Public Sector

Information

Further information can be found at the [Stonewall website](#)

- **Equality Act 2010**
Established a single Commission for Equality and Human Rights by 2007 that replaced the three existing commissions. Introduced a positive duty on public sector bodies to promote equality of opportunity between women and men and eliminate sex discrimination. **Protects access discrimination on the grounds of sexual orientation in terms of access to good facilities and services**

2.9. Duty to reduce socio – economic inequalities

The Equality Bill will include a socio economic duty for statutory bodies when taking strategic decisions to have due regard to the need to reduce the inequalities of outcome that result from socio-economic disadvantage.

2.10. Human Rights Act 1998

The Act makes the human rights contained in the European Convention on Human Rights enforceable in UK law. This means that it is unlawful for a public authority to act in a way that is incompatible with a Convention right. Anyone who feels that one or more of their rights has been breached by a public authority can raise the matter in an appropriate court or tribunal. If they are unhappy with the court's decision and have pursued the issue as far as it can go in the UK, they may take their complaint to the European Court of Human Rights.

There are 16 basic rights in the Human Rights Act – all taken from the European Convention on Human Rights. They concern matters of life and death, like freedom from torture and being killed, but they also cover rights in everyday life, such as what a person can say and do, their beliefs, their right to a fair trial and many other similar basic entitlements.

Not all Convention rights carry the same weight. They can be grouped into three broad types:

- **Absolute rights** – such as the right to protection from torture and inhuman and degrading treatment (Article 3). The state can never withhold or take away these rights.
- **Limited rights** – such as the right to liberty (Article 5). These rights may be limited under explicit and finite circumstances.
- **Qualified rights** – rights which require a balance between the rights of the individual and the needs of the wider community or state interest. These include: the right to respect for private and family life (Article 8); the right to manifest one's religion or beliefs (Article 9); freedom of expression (Article 10); freedom of assembly and association (Article 11); the right to peaceful enjoyment of property (Protocol 1, Article 1); and, to some extent, the right to education (Protocol 1, Article 2).

The rights of an individual should never be allowed to obscure public safety.

Further information on Human Rights can be found on the Ministry of Justice's website at: <http://www.justice.gov.uk/guidance/humanrights.htm>

Appendix 4. Types of Discrimination to be addressed:

Discriminatory behaviour or activity can be manifested in the following different ways:

- i) Direct Discrimination** - occurs when a person or group of people is treated less favourably than another person or group is, or would be treated in similar circumstances. It may occur in different ways, from crude comments or abuse, to more subtle approaches, such as assessing pupils or staff differently.
- ii) Indirect Discrimination** - occurs when a requirement or condition, for which there is no objective justification, is applied equally to all groups, but which has the effect in practice of disadvantaging a considerably higher proportion of a particular group, making it difficult for them to comply. It is the impact, rather than the intention, which matters
- iii) Institutional Discrimination** - *'The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin, religion, sexual orientation, marital status, age, class, background etc. It can be seen or detected in processes, attitudes and behaviour, which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and stereotyping which disadvantage individuals/groups.'*

Institutional Discrimination can be seen in policies, practices, procedures and processes. Examples of Institutional Discrimination include, ineffective consultation, lack of information or communication, lack of monitoring and reviewing of policies and practices, and their impact on specific groups, lack of training and awareness, recruitment, retention and progression of specific individuals / groups, marginalising staff, lack of support for staff, informal 'in groups' or cliques within organisations, stereotyping and assumptions, lack of openness to the personal values and beliefs of others and use of inappropriate language.

- iv) Harassment** - unwanted conduct that violates a person's dignity, or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, having regard to all the circumstances, including the perception of the victim.
- v) Victimisation** - Unfair treatment of 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 discrimination.

Under Equality legislation, people are required to make judgements about what is the right thing to do, and must avoid being a party to discriminatory behaviour. Failure to challenge discriminatory behaviour or to appear to condone it is termed collusion. Such behaviour can be manifested in 3 ways:

- 1) Silence** – Saying nothing when others tell inappropriate jokes, behave badly to others or exclude them. People should feel empowered to challenge appropriately.
- 2) Denial** – People may choose to turn a blind eye to obvious discrimination simply because it's too painful to accept, or because they personally gain something by taking such a stance.
- 3.) Active co-operation** - This could be laughing at racist or sexist humour, or agreeing with discriminatory comments made by others.

Appendix 5 Policy Statement - Summary of Key Actions

Central Bedfordshire Council is committed to the elimination of discrimination in both service delivery and employment because it is essential that services are provided fairly to all sections of our community and because we value the contribution our employees make to achieve this.

Equality of opportunity is about:

- Treating people with dignity and respect and accepting people as individuals.
- Understanding and addressing the needs of individuals or groups relating to age, carers, disability, gender, gender reassignment, race, religion or belief, sexual orientation and other factors such as socio economic disadvantage.
- Engaging with service users, local communities, staff, stakeholders and contractors to identify and implement improvements.
- Tackling barriers which restrict access to services and employment opportunities
- Knowing who uses (or should use) different services.
- Making sure our recruitment, selection, training and promotion processes support us to appoint the best people for the job and to develop and maintain the highest standards of skills and expertise.

The Council will act to:

- eliminate unlawful discrimination and promote equality of opportunity
- ensure that all service users are treated with dignity and respect and that we recognise and value people's differences ,
- understand that some groups of people experience more disadvantage than others and target services to meet their particular needs
- encourage participation of under represented groups in public life
- continually improve services to make sure they are accessible and provided fairly to everyone in our community
- create and maintain a workplace where all employees are treated with dignity and respect
- develop and train our members and employees to help them recognise equality issues

Directors and Managers will

- Actively promote awareness of equality and compliance with legislation
- Undertake training on equality and diversity issues regularly basis (every three years)
- Ensure fairness and equity of treatment in service delivery and employment practices
- Identify equality implications of council functions, strategies, policies and decisions
- Ensure the service delivery and working environment is free of discrimination, including harassment, victimisation and bullying
- Ensure that all people who help to deliver our services are aware of this policy statement
- Provide clear information about where, and to whom, customers should complain
- Listen to complaints and comments and act upon them
- Make clear to staff that discrimination is unacceptable and that it will be treated as a serious matter and a disciplinary offence
- Deal promptly and thoroughly with complaints of discrimination recording all incidents
- Support customers or staff who experience discrimination

- Take appropriate action against any customer or member of staff who harasses or acts in a discriminatory way towards other customers or members of staff

Employees will

- Act in line with this policy statement
- Ensure that they treat other colleagues and customers fairly and with respect
- Undertake training on equality and diversity issues regularly (every three years)
- Not use discriminatory behaviour or practices in the workplace or when providing services
- Record any incident of harassment, bullying or victimisation
- Support customers or staff who experience discrimination
- Provide clear information about where, and to whom, customers should complain
- Listen to complaints and comments and act upon them

Appendix 6 - The Equality Measurement Framework

The framework has been devised by The Equality and Human Rights Commission (the Commission) working in conjunction with the Government Equalities Office (GEO), the Scottish Government, the Welsh Assembly Government, the Office for National Statistics and a range of other stakeholders and subject experts. It can be used to assess equality and human rights across a range of 10 domains relevant to 21st century life.

The domains focus directly on those things in life that people say are important for them to actually *do* and *be*. The framework monitors the central and valuable things in life that people actually achieve – such as enjoying an adequate standard of living, being healthy, having good opportunities for education and learning, enjoying legal security, and being free from crime and the fear of crime. It is particularly concerned with the position of individuals and groups with regard to characteristics such as age, disability, ethnicity, gender, religion or belief, sexual orientation, transgender and social class.

The Framework provides a baseline of evidence for evaluating progress, deciding priorities and highlighting inequalities that require further investigation. The EMF is designed to measure society's progress towards an equal society:

- An equal society protects and promotes the central and valuable freedoms and real opportunities of each person, securing human rights for all and ensuring that no-one is unfairly disadvantaged.
- In an equal society, central and valuable freedoms and real opportunities are not unconstrained, but are limited by the need to guarantee the same freedoms and opportunities for all.
- In an equal society, institutions and individuals respect the diversity of people and their goals, address their different needs and situations, and remove the barriers that limit what people can do and can be.

Aspects of inequality

The Indicators in the framework address three distinct aspects of inequality that can arise between individuals and groups:

- **Inequality of outcome** - that is, inequality in the central and valuable things in life that individuals and groups actually achieve.
- **Inequality of process** - reflecting inequalities in treatment through discrimination by other individuals and groups, or by institutions and systems, including not being treated with dignity and respect.
- **Inequality of autonomy** - that is, inequality in the degree of empowerment people have to make decisions affecting their lives, how much choice and control they really have given their circumstances.

The 10 Domains of Equality

1) The capability to be alive:

including, for example, being able to:

- avoid premature mortality through disease, neglect, injury or suicide
- be protected from being killed or murdered

2) The capability to be healthy

including, for example, being able to:

- attain the highest possible standard of physical and mental health, including sexual and reproductive health
- access to timely and impartial information about health and healthcare options, including contraception
- access healthcare, without discrimination and in a culturally sensitive way
- be treated medically, or subject to experiment, only with informed consent
- be assured of patient confidentiality and be free from the stigmatisation associated with some health conditions
- maintain a healthy lifestyle including exercise, sleep and nutrition
- live in a healthy and safe environment including clean air, clean water, and freedom from pollution and other hazards

3) The capability to live in physical security:

including, for example, being able to:

- be free from violence including sexual and domestic violence and violence based on who you are
- be free from cruel, inhuman or degrading treatment or punishment
- be protected from physical or sexual abuse (especially by those in positions of authority)
- go out and to use public spaces safely and securely without fear

4) The capability of knowing you will be protected and treated fairly by the law:

including, for example, being able to:

- know you will be treated with equality and non-discrimination before the law
- be secure that the law will protect you from intolerant behaviour, and from reprisals if you make a complaint
- be free from arbitrary arrest and detention
- have fair conditions of detention
- have the right to a fair trial
- access to affordable and high-quality information and advocacy as necessary
- have freedom of movement
- have the right to name, gender and nationality
- own property and financial products including insurance, social security, and pensions in your own right
- know your privacy will be respected.

5) The capability to be knowledgeable, to understand and reason, and to have the skills to participate in society:

including, for example, being able to:

- attain the highest possible standard of knowledge, understanding and reasoning
- be fulfilled and stimulated intellectually, including being creative if you so wish
- develop the skills for participation in productive and valued activities, including parenting
- learn about a range of cultures and beliefs and acquire the skills to participate in a diverse society, including learning English
- access education, training and lifelong learning that meets individual needs
- access information and technology necessary to participate in society

6) The capability to enjoy a comfortable standard of living, with independence and security:

including, for example, being able to:

- enjoy an adequate and secure standard of living including nutrition, clothing, housing, warmth, social security, social services and utilities, and being cared for and supported when necessary
- get around inside and outside the home, and to access transport and public places
- live with independence, dignity and self-respect
- have choice and control over where and how you live
- have control over personal spending
- enjoy your home in peace and security
- access green spaces and the natural world
- share in the benefits of scientific progress including medical advances and information and technology

7) The capability to engage in productive and valued activities:

including, for example, being able to:

- have a decent paid job, with support where necessary
- care for others, including children and parents
- do something useful and have the value of your work recognised even if unpaid
- have rest and leisure, including holidays, and respite from caring responsibilities
- choose a balance between paid and unpaid work, care and leisure on an equal basis with others
- work in just and favourable conditions, including health and safety, fair treatment during pregnancy, maternity and paternity, fair pay, reasonable hours, and freedom from harassment or discrimination
- not be forced to work in a particular occupation or without pay
- not be prevented from working in a particular occupation without good reason

8) The capability to enjoy individual, family and social life:

including, for example, being able to:

- develop as a person, including self-identity
- develop your sense of values and other beliefs
- formulate and pursue goals and objectives for yourself
- hope for the future develop and maintain self-respect, self-esteem and self-confidence
- have a private life and some personal space, including protection of personal data
- access emotional support
- know that someone will look out for you
- have peace of mind
- form intimate relationships, friendships and a family
- celebrate on special occasions
- be confident that your primary relationships will be treated with dignity and respect
- spend time with, and care for, others, including wider family
- enjoy independence and equality in primary relationships including marriage
- be free in matters of sexual relationships and reproduction
- enjoy special support during pregnancy, maternity, paternity and adoption

9) The capability of being and expressing yourself, and having self respect:

including, for example, being able to:

- have freedom of conscience, belief and religion

- have freedom of cultural identity and expression of gender
- have freedom of expression
- communicate, including using information and communication technologies, and use your own language
- engage in cultural practices, in community with other members of your chosen group or groups and across communities
- have self-respect
- live without fear of humiliation, harassment, or abuse based on who you are
- be confident that you will be treated with dignity and respect
- access and use public spaces freely

10) The capability to participate in decision-making, have a voice and influence:

including, for example, being able to:

- participate in decision-making and make decisions affecting your own life independently
- participate in the formulation of government policy, locally and nationally
- participate in non-governmental organisations concerned with public and political life
- participate in democratic free and fair elections
- get together with others, peacefully
- participate in the local community
- form and join civil organisations and solidarity groups, including trade unions

<p>Summary of Key Indicators to be analysed by equality characteristics</p>
--

A. LIFE

1. Life expectancy
2. Homicide
3. Other specific-cause mortality rates
4. Death rates from non-natural causes for people resident or detained in public or private institutions

B. HEALTH

1. Limiting illness, disability and mental health
2. Subjective evaluation of current health status
3. Dignity and respect in health treatment
4. Healthy living
5. Vulnerability to accidents

C. PHYSICAL SECURITY

1. Proportion that are victims of violent crime
2. Proportion that are victims of hate crime
3. Physical security for people resident or detained in public and private institutions
4. Fear of Crime

D. LEGAL SECURITY

1. Offences reported and brought to justice: rape, domestic violence and hate crime
2. Equal treatment by the police and criminal justice system (objective and subjective measures)
3. Deprivation of liberty: numbers and conditions
4. Equal protection and support for individuals with justiciable civil justice problems

E. EDUCATION AND LEARNING

1. Basic skills
2. Educational qualifications
3. Participation in lifelong learning
4. Use of the internet
5. Being treated with respect in education

F. STANDARD OF LIVING

1. Housing quality and security
2. Poverty and security of income
3. Access to care
4. Quality of the local area
5. Being treated with respect by private companies and public agencies in relation to your standard of living

G. PRODUCTIVE AND VALUED ACTIVITIES

1. Employment rate
2. Earnings
3. Occupation
4. Discrimination in employment
5. Unpaid care and free time

H. INDIVIDUAL, FAMILY AND SOCIAL LIFE

1. Availability of support
2. Being free from domestic abuse (emotional or financial)
3. Being able to participate in key social and cultural occasions which matter to you
4. Being able to be yourself
5. Being able to form and pursue the relationships you want

I. IDENTITY, EXPRESSION AND SELF-RESPECT

1. Freedom to practice your religion or belief
2. Cultural identity and expression
3. Ability to communicate in the language of your choice
4. Self respect
5. Freedom from stigma

J. PARTICIPATION, VOICE AND INFLUENCE

1. Formal political participation
2. Perceived influence in local area
3. Political activity
4. Taking part in civil organizations
5. Being treated with dignity and respect while accessing and participating in decision-making forums

Appendix 7 Equality Impact Assessment Toolkit

STRATEGY, POLICY & SERVICE DEVELOPMENT

Addressing the needs of all sections of the Community

Purpose - Delivering Excellent Services and Inclusive Employment Practices:

Central Bedfordshire Council wants to ensure that it provides services which address the needs of all members of the community and employs a workforce that at all levels is representative of the community it serves.

The Council conducts Equality Impact Assessments as strategies, policies and services are developed to:

- Consider issues relating to age, disability, gender, gender reassignment, race, religion and belief and sexual orientation;
- Obtain a clearer understanding of how different groups may be affected;
- Identify changes which may need to be built into an initiative as it is developed;
- Comply with legislative requirements;
- Identify good practice;

Principles of Equality of Opportunity:

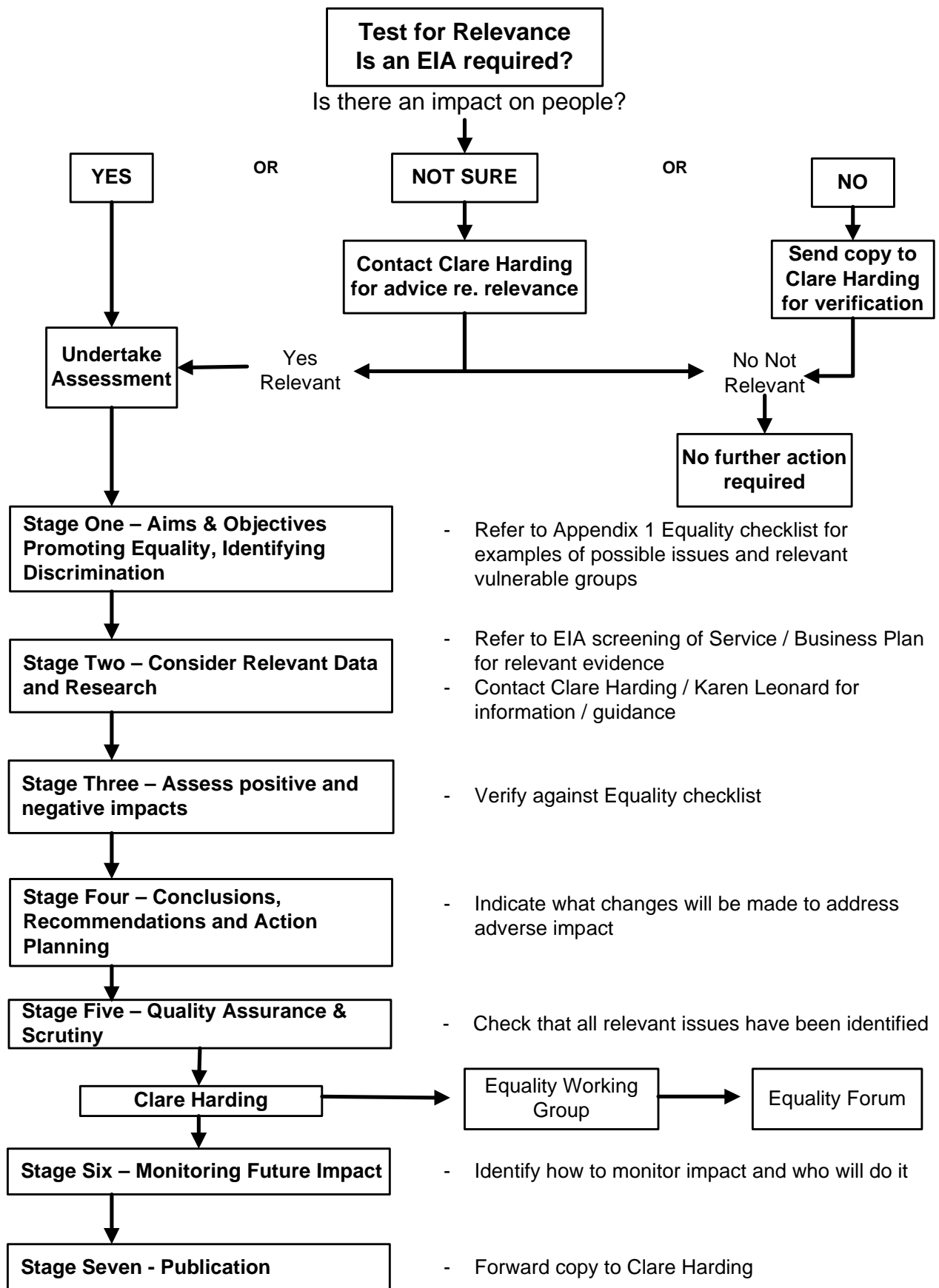
- All sections of the community must have access to information & services.
- Strategies, Policies and Services should be appropriate to the needs of different groups of people.
- Strategies, Policies and Services should be developed in consultation with local communities.
- Services that are delivered through an external contractor or statutory agency must also address the needs of all sections of the community.
- Strategies, Policies and Services should help to
 - **promote equality of opportunity,**
 - **tackle discrimination,**
 - **eliminate harassment,**
 - **promote good relations / positive attitudes amongst different groups of people &**
 - **encourage participation in public life**

Statutory Requirement to Undertake Equality Impact Assessments:

- Final approval of the policies etc, can only happen after the completion of an equality impact assessment.
- It is unlawful to adopt a policy contingent on an equality impact assessment.

If you need any assistance regarding this Assessment, please contact:
Clare Harding, Corporate Policy Advisor (Equality & Diversity) Office of the Chief Executive,
Clare.Harding@centralbedfordshire.gov.uk 01234 228329 (Ext.42329)

Overview of Equality Impact Assessment Process Strategy, Policy, Service, Project, Contract or Decision



Title of the Assessment:		Date of Assessment	
Responsible Officer: Email:		Extension Number	

Relevance Test: Is an equality impact assessment required?

Relevant?	Yes	No
Does the strategy, policy, service, project, contract or decision impact on people?*		
Will it benefit some people and communities & not others (community cohesion)?		
Does it involve making decisions based on people's characteristics or circumstances?		
Will it have a significant impact on someone's life or wellbeing?		
If you have answered yes to any of the above an impact assessment must be completed		
Not Sure?	Yes	No
The service is a support function or administrative		
There is insufficient evidence to make a judgement		
If you have answered yes to either of the above please contact Clare Harding for further advice		
Not Relevant?	Yes	No
There is no discernable impact on people		
If you have answered yes to the above please contact Clare Harding for confirmation that an impact assessment will not be required		

* Impacts can affect people directly (e.g. frontline service) or indirectly (e.g. analysis of outcomes)

Stage One – Aims and Objectives

- 1.1) What are the objectives of the strategy, policy or service being assessed?**
- 1.2) What needs is it designed to meet?**
- 1.3) What outcomes will be delivered?**
- 1.4) Which other strategies or policies support this?**
- 1.5) In which ways does this support Central Bedfordshire's intention to tackle inequalities and deliver services to vulnerable people?**
For example does it consider the needs and interests of people who are at greater risk of lower quality of life outcomes, close achievement gaps, reduce racial tensions, increase participation in decision making and service delivery processes or increase a sense of belonging amongst different communities or groups?)
- 1.6) Is it possible that this could damage relations amongst different communities or contribute to inequality by treating some members of the community less favourably such as people from black and minority ethnic communities, disabled people, women, or lesbian, gay, bisexual and transgender communities? (For example, location of facilities, access to buildings, access to translation services, eligibility rules, allocations policies, dress rules etc)**

Please refer to Appendix 1 Equality Checklist for examples of potential issues and further details of vulnerable groups

Stage 2: Consideration of Relevant Data & Research	Refer to Equality Checklist (Pages 8-12)	
	Awareness	Accessibility
	Take Up levels	Staff Training Needs
	Appropriateness	Partnership - working
	Adverse Outcomes	Contracts & monitoring

2) What sources of evidence and key facts will be used to inform the assessment?

Please refer to the Equality Impact Assessment Screening for your Service / Business Plan for examples of relevant evidence or contact: Clare Harding, Corporate Policy Advisor (Equality & Diversity) for further details

2.1) Existing Data and Consultation Findings:

- | | | | |
|--|--------------------------|---|--------------------------|
| Service Monitoring / Performance Information | <input type="checkbox"/> | Demographic Profiles – Census & ONS | <input type="checkbox"/> |
| Place survey / Customer satisfaction data | <input type="checkbox"/> | Local Needs Analysis | <input type="checkbox"/> |
| National / Regional Research | <input type="checkbox"/> | Local Research | <input type="checkbox"/> |
| Best Practice / Guidance | <input type="checkbox"/> | Benchmarking with other organisations | <input type="checkbox"/> |
| Analysis of service outcomes for different groups | <input type="checkbox"/> | Inspection Reports | <input type="checkbox"/> |
| Data about the physical environment e.g. housing market, employment, education and training provision, transport, spatial planning and public spaces | | | <input type="checkbox"/> |
| *Consultation with Service Users | | *Consultation with Community / Voluntary Sector | |
| *Consultation with Staff | <input type="checkbox"/> | Customer Feedback / Complaints | <input type="checkbox"/> |
| Expert views of stakeholders representing diverse groups | <input type="checkbox"/> | Elected Members | <input type="checkbox"/> |
| Specialist staff / service expertise | <input type="checkbox"/> | | |

***For details of existing consultation findings please contact Karen Aspinall Consultation Manager Office of the Chief Executive Karen.Aspinal@centralbedfordshire.gov.uk 01234 42967 (Ext 42329)**

Please bear in mind that whilst sections of the community will have common interests and concerns, views and issues vary within groups. E.g. women have differing needs and concerns depending on age, ethnic origin, disability etc

Lack of local knowledge or data is not a justification for assuming there is not a negative impact on some groups of people. Further research may be required.

Please give details below of data and consultation findings relating to:

- Age:

Carers:

- **Disability:**

- **Gender:**

- **Trans Gender / Gender Reassignment:**

- **Race:**

- **Religion or Belief:**

- **Sexual Orientation:**

- **Other issues:** e.g. *Poverty / Social Class / Deprivation, Looked After Children, Offenders, Cohesion*

2.2) To what extent are vulnerable groups experiencing poorer outcomes compared to the population or workforce as a whole?

2.3) Are there areas where more information may be needed?

2.4) Are there are any gaps in data or consultation findings?

2.5) What action will be taken to obtain this information?

For advice on developing inclusive approaches to consultation and working with vulnerable / disadvantaged groups please contact Karen Aspinall Consultation Manager 01234 42967 (Ext 42329) or Clare Harding, Corporate Policy Advisor (Equality & Diversity) Business Transformation, Central Bedfordshire Council 01234 228329 (Ext.42329)

2.6) To what extent do current procedures and working practices address the above issues and help to promote equality of opportunity?

Stage 3 – Assessing Positive & Negative Impacts	Refer to Equality Checklist (Pages 8-12)	
	Awareness	Accessibility
	Take Up levels	Staff Training Needs
	Appropriateness	Partnership - working
	Adverse Outcomes	Contracts & monitoring

Analysis of Impacts	Impact Yes	Impact No	Summary of impacts and reasons for this
3.1) Age			
3.2) Disability			
3.3) Gender			
3.4) Transgender			
3.5) Race			
3.6) Religion / Belief			
3.7) Sexual Orientation			
3.8) Other e.g. Poverty / Social Class/Deprivation, Looked After Children, Offenders, Cohesion			

Stage 4 – Conclusions, Recommendations and Action Planning

- 4.1) What are the main conclusions from the assessment?**
- 4.2) What are the priority recommendations and actions?**
- 4.3) What changes will be made to address any adverse impacts that have been identified?**
- 4.4) Are there any budgetary implications?**

4.5) Actions to be Taken:		
Action	Date	Priority (high / medium low)

**Stage 5 Quality Assurance & Scrutiny:
Checking that all the relevant issues have been identified**

5.1) What methods have been used to gain feedback on the main issues raised in the assessment?

Checks have been made with:

Step 1:

- The Corporate Policy Advisor (Equality & Diversity) for comment & decision re further scrutiny

Step 2:

- The Equalities Working Group

- The Equalities Forum

- Other *Please give details e.g. LGBT Network:*

5.2) Were any additional actions / amendments identified?

Please give details:

Stage 6 – Monitoring Future Impact

6.1) How will implementation of the actions be monitored?

6.2) What sort of data will be collected and how often will it be analysed?

6.3) How often will the policy be reviewed?

6.4) Who will be responsible for this?

6.5) Have the actions been incorporated in the service / business plan or team targets?

Stage 7 – Publication

7.1) The results of all equality impact assessments must be accessible to the public. Please forward a copy of your completed equality impact assessment to:

Clare Harding Corporate Policy Advisor (Equality & Diversity) – Business Transformation

Clare.Harding@centralbedfordshire.gov.uk 01234 228329 (Ext.42329)

Finalised Assessments can be used to inform the Equality Section of Committee Reports and should be saved with the strategy, policy, project, contract, or decision file for audit purposes and Freedom of Information Act requests

Equality & Diversity Checklist

Central Bedfordshire Council is legally required to:

- **Deliver** high quality, accessible services that meet the needs of all our customers.
- **Understand** issues relating to disability, gender, gender reassignment, race, religion or belief, age, and sexual orientation.
- **Engage** with service users, local communities, staff, stakeholders and contractors to identify and implement improvements
- **Tackle** barriers which restrict access to services
(e.g. *inaccessible buildings, lack of employee understanding about customer needs*)
- **Employ** a representative, well trained workforce

Services must demonstrate how they address the following issues:

1) PUBLICISING SERVICES:

- ★ **How does the service ensure that all sections of the community are aware of the service?** (e.g. *variety of approaches to publicity, awareness levels measured?*)
- ★ **When is the service available?** (e.g. *opening hours and any out of hours service*)

2) ACCESSIBLE SERVICES:

- ★ **How does the Service ensure that all sections of the community have equality of access?**
(e.g. *variety of contact mechanisms and delivery points provided such as phone or website. Provision to help customers with additional needs to access the service such as disability access, provision of Interpreters?*)
- ★ **Does the service monitor and analyse levels of service take up?** (e.g. *are certain groups not using the service or over-represented? Are the reasons for this investigated?*)
- ★ **Does the service consider options for delivering services in a different way to facilitate easier access for customers?** (e.g. *outreach approaches*)

3) APPROPRIATE SERVICES:

- ★ **How does the service check that it is meeting the needs of all customers?**
(e.g. *Has the service set up inclusive Customer feedback mechanisms? Is this feedback analysed by equality criteria?*
Is the service using a variety of inclusive consultation mechanisms for both existing, potential and ex-customers, including customers with special needs & community groups?)
- ★ **Do the findings inform service development and improvement?**

4) SERVICE SUPPORT NEEDS:

- ★ **How does the service identify staff training needs?** (e.g. *staff appraisal process*)
- ★ **What E&D training has been undertaken?**

5) PARTNERSHIP AND PROCUREMENT:

- ★ **How does the Service ensure that equality legal requirements are addressed when working in partnership or with contractors?** (e.g. *contract clauses, targets and monitoring*)

Equality & Diversity - Key Issues to Consider:

The following key issues are not intended to provide a comprehensive or exhaustive list of issues, but should help give an indication of issues which need to be taken into account. Whilst a particular section of the community will have common interests and concerns, views and issues will vary within groups. For example, women will have differing needs and concerns depending on age, ethnic origin, disability etc.

Gender: Issues for women may include:-

- Personal security & safety
- Access to leisure and recreation facilities
- Mobility & transport
- Health and social services
- Caring for dependents
- Participation in public life
- Access to education
- Employment and training opportunities

Consider:-

- Whether service development or employment proposals promote a safe, secure and accessible environment for women, including access to public transport.
- Whether proposals recognise women's overwhelming responsibility for domestic labour and caring for dependants

Gender: Issues for men may include:-

- stereotyping
- School exclusion
- educational attainment
- recognition of caring responsibilities
- low take up of health services
- lack of access to flexible working

Consider -

- Whether outreach approaches are required to encourage men to engage with services

Gender: Issues for transsexuals may include:-

- Bullying / Harassment
- Time off for Medical Treatment
- Right to Privacy
- Dress Codes
- Support during transition stage
- Use of single sex facilities

Consider:

- whether it will be necessary to brief or train colleagues about appropriate behaviour

Race: Issues for ethnic minority groups may include:-

- Access to jobs and training
- Access to translation & interpretation
- Culture e.g. diet, dress
- Educational attainment/Exclusion rates
- Participation in public life
- Resources for voluntary/community groups
- Awareness of services
- Racial harassment and violence
- Access to appropriate services
- Support for business development

Consider:-

- Differences between and within ethnic groups.

Disability: Issues for disabled people may include:-

- Social isolation
- Mobility and transport
- Access to education/leisure activities
- Safety and security
- Low incomes/reduced employment
- Access to information (alternative formats)
- Accessibility of buildings/services
- Participation in public life

Consider:-

- The vast range and varying degrees of disability. Some people may have more than one disability
- Whether proposals promote independent living through improvements in access, mobility & safety
- The likely impact on carers and / or dependants.

Religion or Belief: Issues for people who follow a religion or belief may include:

- Dietary requirements / Fasting
- Religious Observance
- Dress / Jewellery
- Arrangements for Birth/Bereavement
- Leave for Religious Festivals
- Washing / Bathing

Consider:-

- Variations within religions can be significant and people will differ in the extent to which they actively practise their religion – Never make assumptions, ask individuals what's relevant for them
- Some people are humanists, atheists or agnostics do not assume everyone has a religion

Age - Older People: Issues for older people may include:-

- living in a safe community
- Loneliness and isolation
- Bereavement
- Access to local facilities
- being able to live in their own home
- Being in control/having choice over care
- Reduced income
- Affordable, accessible transport

Consider:-

- Ways of involving older people in consultation

Age - Young People: Issues for younger people may include:-

- Bullying / Peer Pressure
- Access to leisure activities
- Personal Development Relationships
- Education / Training / Employment Options
- Income / budget management
- Transport

Consider:-

- - Whether or not children may be made more or less vulnerable as a result of the service development
- Age appropriate methods of consultation with young people

Sexual Orientation: Issues for gay lesbian or bisexual people may include:-

- bullying / hate crime
- rejection by family
- attainment /staying on at school
- workplace benefits for partners e.g. pensions
- intrusive questions / right to privacy
- stereotyping
- depression / self harming
- safe environment to come out in

Consider:-

- Issues of sexual orientation may be compounded by other equality strands such as race, religion, age and disability making issues more difficult to manage. For example as a result of previous legislation, older LGB people may be very nervous about disclosing their sexual orientation and may feel very isolated

More Information:

All Equality Groups:

<http://www.cehr.org.uk/>

http://www.theequalitiesreview.org.uk/publications/interim_report.aspx

Gender

<http://www.womenandequalityunit.gov.uk/index.htm>

Gender Reassignment

<http://www.beaumontsociety.org.uk>

Race:

<http://www.voluntaryworks.org.uk/brec/Index.asp>

Disability:

<http://centralbedsaccessgroup.co.uk>

<http://www.sightconcern.org.uk/>

<http://www.drcbeds.co.uk/>

Religion Faith and Belief:

<http://www.bcof.org.uk/>

<http://www.bbc.co.uk/religion/tools/calendar/index.shtml>

Age:

Older People - <http://www.ageconcernbeds.com/>

Young People <http://www.connx.org.uk/>

Sexual Orientation

<http://www.stonewall.org.uk/>

<http://www.bproud.org.uk>

If you need any assistance regarding this Assessment, please contact:

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Appendix 8 - Relevance of Equality to Council Functions, Strategies and Policies

Directorates of Central Bedfordshire Council	A	C	D	G	GR	R	RB	SO	O
1) Customer and Shared Services									
Audit									
Risk	√	√	√	√	√	√	√	√	√
Health and Safety			√	√	√	√	√	√	
Human Resources	√	√	√	√	√	√	√	√	√
Organisational Development	√	√	√	√	√	√	√	√	√
Financial Services	√	√	√	√	√	√	√	√	√
Procurement	√	√	√	√	√	√	√	√	√
Information and Communication Technology		√	√	√					
Legal and Democratic Services	√	√	√	√	√	√	√	√	√
Property and Asset Management	√	√	√	√					
Customer Service	√	√	√	√	√	√	√	√	√
2) Children Families and Learning									
Special Educational Needs / Inclusion			√	√		√	√		
Safeguarding / Corporate Parenting		√	√	√	√	√	√	√	√
Adoption & Fostering	√	√	√	√	√	√	√	√	√
Children With Disabilities	√	√	√	√	√	√	√	√	√
Quality Assurance / CRS Service	√	√	√	√	√	√	√	√	√
Strategic Commissioning	√	√	√	√	√	√	√	√	√
Policy and Strategy	√	√	√	√	√	√	√	√	√
Partnerships and Communication	√	√	√	√	√	√	√	√	√
Education Welfare	√	√	√	√	√	√	√	√	√
Integrated Youth Support	√	√	√	√	√	√	√	√	√
Early Childhood Intervention	√	√	√	√	√	√	√	√	√
Integrated Process Service	√	√	√	√	√	√	√	√	√
School Support	√	√	√	√	√	√	√	√	√
Workforce Development	√	√	√	√	√	√	√	√	√
School Improvement	√	√	√	√	√	√	√	√	√
Schools Org and Capital Planning		√	√						

Directorates of Central Bedfordshire Council	A	C	D	G	GR	R	RB	SO	O
3) Office of the Chief Executive									
Communications									
• Corporate	√	√	√	√	√	√	√	√	√
• Brand Channel	√	√	√	√	√	√	√	√	√
Policy	√	√	√	√	√	√	√	√	√
Performance	√	√	√	√	√	√	√	√	√
Partnerships	√	√	√	√	√	√	√	√	√
Business Transformation	√	√	√	√	√	√	√	√	√
4) Social Care, Health and Housing									
Learning Disability and Mental Health	√	√	√	√	√	√	√	√	√
Older People and Physical Disability	√	√	√	√	√	√	√	√	√
Safeguarding Vulnerable Adults	√	√	√	√	√	√	√	√	√
Partnerships & User / Carer Engagement	√	√	√	√	√	√	√	√	√
Commissioning	√	√	√	√	√	√	√	√	√
Personalisation	√	√	√	√	√	√	√	√	√
BDAT	√	√	√	√	√	√	√	√	√
Business and Performance	√	√	√	√	√	√	√	√	√
Housing Services	√	√	√	√	√	√	√	√	√
Asset Management	√	√	√	√	√	√	√	√	√
Housing Management	√	√	√	√	√	√	√	√	√
Housing Needs	√	√	√	√	√	√	√	√	√
Private Sector Housing	√	√	√	√	√	√	√	√	√
5) Sustainable Communities									
BEAR Project			√						
Development Management	√	√	√	√	√	√	√	√	√
Planning and Development	√	√	√	√	√	√	√	√	√
Economic Growth and Regeneration	√	√	√	√	√	√	√	√	√
Waste	√		√			√			
Highways	√	√	√			√			
Community Safety and Public Protection	√	√	√	√	√	√	√	√	√
Countryside and Archives	√	√	√	√	√	√	√	√	√
Leisure Services	√	√	√	√	√	√	√	√	√
Community and Cultural Services	√	√	√	√	√	√	√	√	√
Service Development	√	√	√	√	√	√	√	√	√

Appendix 8: Glossary of Terms

Access:

Access refers to the mechanisms by which people with a range of needs (such as disabled people, people with children, people whose first language is not English) find out about and use services and information. For disabled people, access means the freedom to participate in the economy, in planning, in social and cultural life and in the life of the community.

Affordable housing:

Subsidised housing at below market prices or rents for those households who cannot afford market housing. Usually managed by a registered social landlord, generally a housing association.

Age:

Age includes everyone; however specific focus may be centred on children, young people and older people's needs.

Black people:

An inclusive term that refers to all ethnic groups who have a common experience of discrimination on the basis of their skin colour.

Disability:

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. Long term illness is also covered including cancer, diabetes, multiple sclerosis and heart conditions, learning difficulties (i.e. Dyslexia) and people with facial disfigurements.

Diversity:

The differences in the values, attitudes, cultural perspective, beliefs, ethnic background, sexual orientation, skills, knowledge and life experiences of each individual in any group of people. This term refers to differences between people and is used to highlight individual need. Diversity is about recognising that those differences are a natural part of society and treating people as individuals and making them feel respected and valued.

Due regard:

The requirement to give due weight to the need to promote equality of opportunity in proportion to its relevance.

EHRC: Equality and Human Rights Commission

Equalities:

Used as a short hand term to refer to all work addressing issues of discrimination and disadvantage, particularly as it relates to age, disability, gender, transgender, race, sexual orientation, religion and belief.

Equality:

The vision of a society (or aspects of society) where all individuals have fair and equal chances to develop their full potential in all aspects of life and where barriers of discrimination and oppression have been removed.

Equality Impact Assessment: (EqIA)

Local Authorities have a legal obligation to assess both existing and new policies, procedures and functions and to modify policies and practices to have due regard to the need to promote equality. An EqIA is a way to ensure that policies, plans, procedures and functions of the Council are considered to identify any unmet needs, and provides a basis for action to improve services where appropriate. It systematically assesses and records the actual, potential or likely impact of a service, policy, project or plan on different groups of people.

Equal opportunities:

The development of practices that promote the possibility of fair and equal chances for all to develop their full potential in all aspects of life and the removal of barriers of discrimination and oppression experienced by certain groups.

Ethnicity:

An individual's identification with a group sharing any or all of the following: nationality, lifestyles, religion, customs and language.

Exemplary employer:

An employer that is at the leading edge of good employment practice, that people want to work for and that offers favourable terms and conditions to its employees.

Equality Framework: The Framework is a three-level, national framework for measuring how well public authorities are doing in delivering equality in employment and service delivery.

Gender:

A concept that refers to the social differences between women and men that have been learned, are changeable over time and have wide variations both within and between cultures. It also includes transgender men and women.

Genuine Occupational Qualification: (GOQ)

A GOQ applies where there is an exception under the relevant legislation, and can specify the recruitment, training, promotion or transfer of a person of a particular gender, race, ethnic group or religion by claiming that it amounts to a GOQ for the post in question.

GEO:

Government Equalities Office

LGB & T:

Lesbian, Gay, Bisexual and Transgender

Mainstreaming:

The phrase is used to describe the integration of equalities into policy development, implementation, evaluation and review. Each part of the organisation accepts its own responsibility for promoting equality of opportunity and challenging discrimination.

Minority ethnic people:

This term is widely used as a general term to refer to people who belong to an ethnic group numerically smaller than the predominant white group in the UK. This includes groups distinguished by their skin colour, as well as others such as Irish, Turkish, Cypriot, Jewish and Travelling people.

Performance management:

A process, by which an organisation declares its vision, sets objectives against this vision, assigns accountability for these objectives, regularly reviews progress towards these objectives and rewards successful delivery of these objectives.

Race:

Race covers ethnic or national origin, nationality, race and colour. It covers language barriers which certain groups face. Gypsy and Traveller communities are covered under Race.

Religion & Belief:

This is defined as any religion or religious belief. It does not cover philosophical or political belief unless it is similar to religious belief.

Sexual Orientation:

A term describing a person's attraction to members of the same sex or different sex. Usually defined as lesbian, gay, bisexual, or heterosexual.

Social inclusion:

The position from where someone can access and benefit from the full range of opportunities available to members of society. It aims to remove barriers for people or for areas that experience a combination of linked problems such as unemployment, poor skills, low incomes, poor housing, high crime environments, poor health and family breakdown.

Social Model of Disability:

The social model of disability makes the important distinction between "impairment" and "disability". It holds that disability is a social phenomenon, and while many individuals have physical or sensory impairments or learning difficulties or are living with mental health needs, it is the way society responds to these, that is the source of "disability". The alternative model, often called the "Medical Model of Disability" encourages explanations for the discrimination and disadvantage experienced by disabled people in terms of the features of an individual's physical or mental impairments. The social model, however, encourages explanations in terms of how society is organised.

Transgender:

An umbrella term for people whose gender identity, expression or behaviour is different from those typically associated with their assigned sex at birth,

Transsexual:

A term for people whose gender identity is different from their assigned sex at birth. Often, but not always, transsexual people alter their bodies through hormones or surgery in order to make it match their gender identity.