Application: Skills Development Scotland 2020

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Workplace Equality Index

Summary

ID: A-0019617728
Last submitted: 6 Sep 2019 12:52 PM (BST)

Section 1: Employee Policy

Completed   16 Mar 2020

Workplace Equality Index submission

Policies and Benefits: Part 1

Section 1: Policies and Benefits

This section comprises of 7 questions and examines the policies and benefits the organisation has in place to support LGBT staff. The questions scrutinise policy audit process, policy content and communication. This section is worth 7.5% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

1.1 Does the organisation have an audit process to ensure relevant policies (for example, HR policies) are explicitly inclusive of same-sex couples and use gender neutral language?

GUIDANCE: The audit process should be systematic in its implementation across all relevant policies. Relevant policies include HR policies, for example leave policies.

Yes

Please describe the audit process:

State when the process last happened:	Our Audit & Review Process happens via our HR Policy Development Workplan, reviewed quarterly at our JCNC, ensuring TU, equality and Director Involvement. Last Meeting was May 2019.
Describe the audit process:	SDS is committed to reviewing our policies on a regular and frequent basis to ensure that they are in line with any legislative changes, are aligned to best practice models and organisational requirements. SDS ensures a thorough and fully compliant policy review process is undertaken on a scheduled and regular basis at our Joint Consultation and Negotiation Committee (JCNC) meetings with our Trade Union Partners. The process for doing this involves engaging a dedicated HR Policy and Development team and an ER & Policy Manager in conjunction with senior directors and our Trade Union partners to regularly meet to consult and negotiate on policy requirements and changes. Our Policy Development team engage regularly with our Equality and Diversity Team, who also have a seat at the JCNC table, to certify that our policies going forward are gender neutral and specifically state our terms are inclusive of 'same-sex' couples prior to and at the initial stages of the policy review process. SDS will ensure our policies are reviewed by our external legal providers to guarantee they

	are firmly in line with legal requirements including the Equality Act 2010. SDS is also committed to best practice and often will go the 'extra mile' to ensure we are viewed as an employer of choice and exemplar of fair work and as a result, make certain that terms and conditions for all staff are inclusive, non-discriminatory and fair. Our dedicated HR policy team has a nominated member of staff to provide an Equality Impact Assessment of our policies prior to finalisation. This structured tool and method provide yet another layer in the audit process of ensuring that our terms are fair and non-discriminatory to all staff regardless of any perceived or actual protected characteristic.
Describe any previous outcomes of the audit process:	Previous outcomes of this audit process include reviewing our family friendly policies, including adoption, parental leave, maternity/paternity leave, special leave etc. to ensure all language used is gender neutral and includes same sex couples. This was particularly noticeable in the recent update of the shared parental leave policy. As a result, further policies are currently in the process of being updated in consultation with our unions and our LGBT+ allies forum. In addition, our recently relaunched Code of Conduct Policy was fully reviewed by our Equality team to ensure the use of LGBT inclusive language and that explicit examples of LGBT bullying, discrimination and harassment, were included.

1.2 Does the organisation have a policy (or policies) which includes the following?

Tick all that apply

GUIDANCE: The policy/policies should clearly state that the organisation will not tolerate discrimination against employees on the grounds of sexual orientation, gender identity and/or trans identity. These may be listed along with other protected characteristics. The policy/policies should also demonstrate, through careful wording, a zero-tolerance approach to homophobic, biphobic and transphobic bullying and harassment. They should explicitly include examples of what homophobia, biphobia and transphobia in the workplace may look like.

Responses Selected:

A. Explicit ban on discrimination based on sexual orientation
B. Explicit ban on discrimination based on gender identity and gender expression
C. Explicit ban on bullying & harassment based on sexual orientation
D. Explicit ban on bullying & harassment based gender identity and gender expression

Name the policy and paste the relevant policy excerpt:

	Policy	Excerpt
A. Explicit ban on discrimination based on sexual orientation	Code of Conduct	SDS is committed to equal opportunities for all and recognises the need to ensure no one is unlawfully discriminated against, bullied or harassed in recruitment or employment because of age, disability, sex, gender reassignment, pregnancy and maternity, race (which includes colour, nationality and ethnic or national origins), sexual orientation, religion or belief, or because someone is married or in a civil partnership. These are known as

		"protected characteristics" as defined in the Equality Act 2010. As well as the protected characteristics defined by the legislation, SDS does not tolerate bullying, harassment or discrimination based on other grounds such as gender identity/expression, care experienced or socio economic background.
B. Explicit ban on discrimination based on gender identity and gender expression	Code of Conduct	SDS is committed to equal opportunities for all and recognises the need to ensure no one is unlawfully discriminated against, bullied or harassed in recruitment or employment because of age, disability, sex, gender reassignment, pregnancy and maternity, race (which includes colour, nationality and ethnic or national origins), sexual orientation, religion or belief, or because someone is married or in a civil partnership. These are known as "protected characteristics" as defined in the Equality Act 2010. As well as the protected characteristics defined by the legislation, SDS does not tolerate bullying, harassment or discrimination based on other grounds such as gender identity/expression, care experienced or socio economic background.
		SDS is committed to equal opportunities for all and recognises the need to ensure no one is unlawfully discriminated against, bullied or harassed in recruitment or employment because of age, disability, sex,

		gender reassignment, pregnancy and maternity, race (which includes colour, nationality and ethnic or national origins), sexual orientation, religion or belief, or because someone is married or in a civil partnership. These are known as "protected characteristics" as defined in the Equality Act 2010. As well as the protected characteristics defined by the legislation, SDS does not tolerate bullying, harassment or discrimination based on other grounds such as gender identity/expression, care experienced or socio economic background.
C. Explicit ban on bullying & harassment based on sexual orientation	Code of Conduct	Some examples of harassment by perception (whether or, not the individual has the characteristic) would include: • ignoring an employee because they are thought to be of a particular ethnic background; or perceived to be gay or transgender • the open display of particular objects with racial overtones, such as magazines or calendars, even if not directed at any particular person or relating to their actual or perceived race. Some examples of harassment by association would include: • excluding an individual because their child is gay or, partner is black or, parent is disabled
		SDS is committed to equal opportunities for all and recognises the need to ensure no one is unlawfully discriminated

D. Explicit ban on bullying & harassment based gender identity and gender expression	Code of Conduct	against, bullied or harassed in recruitment or employment because of age, disability, sex, gender reassignment, pregnancy and maternity, race (which includes colour, nationality and ethnic or national origins), sexual orientation, religion or belief, or because someone is married or in a civil partnership. These are known as "protected characteristics" as defined in the Equality Act 2010. As well as the protected characteristics defined by the legislation, SDS does not tolerate bullying, harassment or discrimination based on other grounds such as gender identity/expression, care experienced or socio economic background. Some examples of harassment by perception (whether or, not the individual has the characteristic) would include: • ignoring an employee because they are thought to be of a particular ethnic background; or perceived to be gay or transgender • the open display of particular objects with racial overtones, such as magazines or calendars, even if not directed at any particular person or relating to their actual or perceived race. Some examples of harassment by association would include: • excluding an individual because their child is gay or, partner is black or, parent is disabled

1.3 Where the organisation has the following policies, do they explicitly state they are applicable to same-sex couples and use gender neutral language?

Tick all that apply

GUIDANCE: Where applicable, the policies should explicitly state that they apply to same-sex couples (or same-gender or non-heterosexual couples). Alternatively, they should explicitly state that they apply regardless of the gender of an employee's partner. The policies should avoid unnecessarily gendered language and pronouns, for example, by using the term 'partner' instead of 'husband' or 'wife' (as long as you have previously stated what constitutes a partner). It should be clear that parental leave policies apply to all employees, regardless of gender.

Responses Selected:

A. Adoption policy
B. Special or Compassionate Leave Policy
C. Maternity policy
D. Paternity policy
E. Shared Parental leave policy

Provide a brief description of the policy/policies you have uploaded:

All of the above are covered in two policies, the Maternity, Paternity, Adoption & Shared Parental Leave Policy and the Special Leave Policy. These policy use gender neutral language and we use the term partner instead of husband or wife. As a result of last years feedback, senior management agreed these policies be reviewed to incorporate appropriate LGBT inclusive terminology. This has now taken place and has been agreed with our unions and published on our staff intranet, supported by a all staff comms campaign.

Although we use the term 'mother', we have included a definition which is clearly inclusive of non binary identities

A. Upload the adoption policy

please be aware only **one** file is allowed per answer

[1.3 A,C,D,E 190820 Maternity Paternity Adoption and Shared Parental Leave Policy final v1.0](#)

Filename: 1.3 A,C,D,E 190820 Maternity Paternity Adoption and Shared Parental Leave Policy final v1.0
Size: 134.8 kB

B. Upload the special or compassionate leave policy

please be aware only **one** file is allowed per answer

[1.3 B 190820 Special Leave final v1.0](#)

Filename: 1.3 B 190820 Special Leave final v1.0 **Size:** 133.3 kB

C. Upload the maternity policy

please be aware only **one** file is allowed per answer

[1.3 A,C,D,E 190820 Maternity Paternity Adoption and Shared Parental Leave Policy final v1.0](#)

Filename: 1.3 A,C,D,E 190820 Maternity Paternity Adoption and Shared Parental Leave Policy final v1.0
Size: 134.8 kB

D. Upload the paternity policy

please be aware only **one** file is allowed per answer

[1.3 A,C,D,E 190820 Maternity Paternity Adoption and Shared Parental Leave Policy final v1.0](#)

Filename: 1.3 A,C,D,E 190820 Maternity Paternity Adoption and Shared Parental Leave Policy final v1.0
Size: 134.8 kB

E. Upload the shared parental leave policy

please be aware only **one** file is allowed per answer

[1.3 A,C,D,E 190820 Maternity Paternity Adoption and Shared Parental Leave Policy final v1.0](#)

Filename: 1.3 A,C,D,E 190820 Maternity Paternity Adoption and Shared Parental Leave Policy final v1.0
Size: 134.8 kB

Policies and Benefits: Part 2

Next Steps

1.4 Does the organisation have a policy (or policies) which support employees who are transitioning?

Yes

Does the policy (or policies) in place to support employees who are transitioning cover the following?

Tick all that apply

GUIDANCE: Evidence submitted should demonstrate how information around organisational support for people transitioning is tailored to different employee groups. For guidance on creating a transitioning at work policy, see Stonewall's resource [here](#).

Responses Selected:

A. Work related guidance for an employee who is transitioning
B. Work related guidance on the process for an employee to change their name and gender marker on workplace systems
C. Work related guidance for HR staff on how to support an employee who is transitioning
D. Work related guidance for managers on how to support an employee who is transitioning
E. Work related guidance for employees on how to support a colleague who is transitioning

Provide a brief description of the policy/policies you have uploaded:

SDS Transgender Guidance is a policy which sets out our commitment to ensure transgender people are treated with respect and not treated unlawfully. It explains the legal position and covers both those who identify as transgender and those who are transitioning.

Uploaded guidance has been developed to clarify roles of people mangers, HR, staff transitioning and other staff and all associated actions required.

A) The SDS Transitioning at work policy guidance which has a section on Guidance for an employee who is transitioning.

B) Uploaded guidance has a specific section titled "Changing employee records" which details the process involved for making changes on systems for an employee to change their name and gender marker on workplace systems

C) Uploaded guidance is an HR and people manager guidance document on how to support an employee who is transitioning

D) Uploaded guidance is an HR and people manager guidance document on how to support an employee who is transitioning

E) The SDS Transitioning at work policy guidance has a specific section on guidance for employees on how to support a colleague who is transitioning.

A. Upload guidance for members of staff

please be aware only **one** file is allowed per answer

1.4 A,E - Trans at work guidance

Filename: 1.4 A,E - Trans at work guidance **Size:** 127.1 kB

B. Upload guidance for making changes on systems

please be aware only **one** file is allowed per answer

1.4 B,C,D - MANAGER HR

Filename: 1.4 B,C,D - MANAGER HR **Size:** 90.2 kB

C. Upload guidance for HR staff

please be aware only **one** file is allowed per answer

[1.4 B,C,D - MANAGER HR](#)

Filename: 1.4 B,C,D - MANAGER HR **Size:** 90.2 kB

D. Upload guidance for managers

please be aware only **one** file is allowed per answer

[1.4 B,C,D - MANAGER HR](#)

Filename: 1.4 B,C,D - MANAGER HR **Size:** 90.2 kB

E. Upload guidance for colleagues

please be aware only **one** file is allowed per answer

[1.4 A,E - Trans at work guidance](#)

Filename: 1.4 A,E - Trans at work guidance **Size:** 127.1 kB

1.5 Does the organisation have a policy (or policies) in place to support all trans employees, including people with non-binary identities?

Yes

Does the policy (or policies) in place to support all trans employees, including people with non-binary identities cover the following?

Tick all that apply

GUIDANCE: Policies submitted should include clear information around how the organisation supports all trans employees, including non-binary people. Guidance on dress code should be offered regardless of whether an organisation has a uniform or dress code policy.

Responses Selected:

A. A clear commitment to supporting all trans people, including those with non-binary identities

B. Information on language, terminology and different trans identities

C. Guidance on facilities and dress code for non-binary people

Provide a brief description of the policy/policies you have uploaded:

SDS Transgender Guidance is a policy which sets out our commitment to ensure transgender people are treated with respect and not treated unlawfully. It explains the legal position and covers those who identify as transgender, including those with non binary identities and those who are transitioning. It includes an appendix with guidance to help colleagues understand the definitions, language including use of pronouns, and barriers in relation to trans issues.

This guidance is intended to assist us to put this commitment into practice and to help SDS, transgender people and other employees to deal with any practical issues that may arise. Compliance with this guidance should also ensure that employees do not commit unlawful acts of discrimination. It includes a clear commitment to support all trans people, information on different terminologies and guidance on facilities. SDS does not have a formal dress code policy.

Upload the policy and highlight content relevant to option A

please be aware only **one** file is allowed per answer

[1.5 Full Trans Guidance](#)

Filename: 1.5 Full Trans Guidance **Size:** 127.4 kB

Upload the policy and highlight content relevant to option B

please be aware only **one** file is allowed per answer

[1.5 Full Trans Guidance](#)

Filename: 1.5 Full Trans Guidance **Size:** 127.4 kB

Upload the policy and highlight content relevant to option C

please be aware only **one** file is allowed per answer

[1.5 Full Trans Guidance](#)

Filename: 1.5 Full Trans Guidance **Size:** 127.4 kB

1.6 In the past two years, has the organisation communicated that its policies are LGBT inclusive to all employees?

GUIDANCE: The communication uploaded should demonstrate the organisation has informed employees that policies are LGBT inclusive. This may be on a post on an intranet system, but any file or screenshot must demonstrate the reach of the communication.

Yes

Provide a brief description of the communication you have uploaded:

SDS strive to mainstream equality communications including that our employee policies are LGBT inclusive through our wider staff communications on our staff intranet. The first example of this is the uploaded extract from an all colleague article about SDS's attendance at Glasgow and Perthshire Pride. We used this as an opportunity to communicate to all employees that all of our policies are LGBT inclusive. This was published on our staff intranet on the 20th of August 2019.

A second example is also uploaded which shows an all staff communication highlighting the recent update of the Work and Family Policy being LGBT inclusive on the 5/9/2019.

Upload a communication from the past two years highlighting the relevant content:

please be aware only **one** file is allowed per answer

Filename: 1.6 Policy article extract **Size:** 819.2 kB

Provide the date that the communication was shared.

20 Aug 2019

The following question is for information gathering purposes only and is not scored.

1.7 Does the organisation provide its employees with private healthcare insurance which is explicitly inclusive of LGBT-specific health needs?

No

Section 2: The Employee Lifecycle

Completed   16 Mar 2020

Workplace Equality Index Application

The Employee Lifecycle: Part 1

Section 2: The Employee Lifecycle

This section comprises of 9 questions and examines the employee lifecycle within the organisation; from attraction and recruitment through to development. The questions scrutinise how you engage and support employees throughout their journey in your workplace. This section is worth 13.5% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

2.1 When advertising for external appointments, how does the organisation attract LGBT talent?

Tick all that apply

GUIDANCE: This question examines the ways in which you attract external LGBT candidates to apply for roles within your organisation.

Responses Selected:

A. Advertise or recruit from LGBT/diversity websites/diversity recruitment fairs and events

B. Include a statement around valuing diversity, explicitly inclusive of LGBT people in job packs and pages

C. Supply potential applicants with information about your LGBT employee network group or LGBT inclusion activities

D. Other

Describe the evidence uploaded:

a) A picture from Glasgow Pride 2019 of SDS staff handing out recruitment flyers promoting our current MA vacancies to the LGBT+ community. This will be happening annually at Glasgow Pride.

b) A screenshot from our vacancy pages with explicit statement on valuing diversity & inclusion of gender identity & sexual orientation. This includes our Stonewall Top 100 Employer Logo which incorporates a link to Stonewalls website to fine out more information.

c) We supply potential applicants with information about our LGBTI+ allies network group on the recruitment section of our website. This is further highlighted in ▇▇▇▇▇▇▇ case study on the recruitment pages, which explains the benefits of having this network.

As our LGBTI+ allies network group is for staff only, applicants will only be able to access once they are successful, however its important that potential employees are aware this forum exists.

d) We have included a diversity statement on LinkedIn posts when advertising for external appointments to attract LGBT+ talent.

Also we have included our Stonewall Top 100 Employer and Top Trans Employer logos on all our job descriptions and promoted our MA vacancies to all of our equality partners including Stonewall and Scottish Trans Alliance.

Upload evidence for option A

please be aware only **one** file is allowed per answer

▇▇▇▇▇▇▇▇▇▇▇▇

Filename: 2.1A - ▇▇▇▇ handing out flyers **Size:** 991.7 kB

Upload evidence for option B

please be aware only **one** file is allowed per answer

2.1B - Recruitment page website

Filename: 2.1B - Recruitment page website **Size:** 495.5 kB

Upload evidence for option C

please be aware only **one** file is allowed per answer

[2.1c Lesley story and recruit page statement allies](#)

Filename: 2.1c Lesley story and recruit page statement allies **Size:** 1.0 MB

Upload evidence for option D

please be aware only **one** file is allowed per answer

[2.1d LinkedIn post and JD](#)

Filename: 2.1d LinkedIn post and JD **Size:** 222.7 kB

2.2 What percentage of employees with recruitment responsibilities have been trained on reducing bias and discrimination towards LGBT people in the recruitment cycle?

Select the completion rate for the training

GUIDANCE: The training should reach as many employees who recruit as possible. Training content should explicitly mention examples of discrimination and bias towards LGBT people. Content should also include the steps recruiters can take in eliminating this discrimination and bias. Examples of content you could upload are case studies, e-learning screenshots or PowerPoint presentations.

> B. 51 – 75 per cent

Describe the department or team who deal with recruitment and how you estimate training completion rates:	The recruitment resourcing team in HR deals with recruitment together with people managers. The training uploaded is completed as a face to face training session to managers who have recruitment responsibilities within their directorates. This is offered on a rolling basis and available on our learning management system, completion rates are tracked through this system, which show 47% of managers have completed this course to date.
Describe the format of the training and the content you have uploaded:	The training is called "SDS recruitment and selection module" and takes the form of face to face learning. It identifies steps those involved in recruitment can take to counter the negative impact unconscious bias can have. This specifically includes sexual orientation and gender reassignment. The session talks about the unconscious bias recruiting managers may have in relation to all protected groups including sexual orientation and gender identity and how to overcome this in the recruitment process. This can be seen from the slides which have been uploaded including the facilitators notes page ensuring this is covered in detail. It is important to note that a large part of this course involves participant discussions regarding these issues which serve to reinforce the learning outcomes.

Unconscious Bias reminders are also placed on shortlisting & interview forms to remind recruiting managers of the negative impact bias can have.

Our transgender webinar which is also available to all staff and highlights the importance of being aware of bias at recruitment stage.
- Screenshots from our Recruitment and selection module
- Screenshot from Scottish Trans Alliance webinar highlighting bias in recruitment in relation to trans people |

Upload training content

please be aware only **one** file is allowed per answer

[2.2 Recruitment Training Extract](#)

Filename: 2.2 Recruitment Training Extract **Size:** 531.6 kB

Upload training content

please be aware only **one** file is allowed per answer

Filename: Size: 0 Bytes

2.3 What information does the organisation supply to all new employees (external appointments) when being inducted in to the organisation?

Tick all that apply

GUIDANCE: The senior leader message should explicitly call out LGBT inclusion. The content of all options given can be either in person, online, through a video or post, or on paper.

Responses Selected:

A. Explicit message from senior leader on their commitment to LGBT inclusion
B. Information on the LGBT employee network/allies programme or initiative
C. Information on LGBT inclusive policies

Briefly describe the induction process and at what point the new starter receives the above information:

A) All new employees to SDS follow an induction checklist programme which involves attendance at 1 1/2 days face to face Welcome which is mandatory. This takes place within 4 to 6 weeks of the new employees start date. This includes inputs from a range of senior staff including the Equality and Diversity Team The message from our Chief Executive is displayed during this induction Welcome day (image attached). This states "At SDS, we are passionate about diversity and inclusion and are as committed to equality within our own workforce as we are embedding it in our service delivery. We seek to lead by example and to achieve real and demonstrable change through projects and activities which put equality of opportunity at their heart.

As such, we have a zero tolerance approach to bullying and harassment for all our colleagues regardless of age, disability, gender identity, sexual orientation, religion, belief or race.

While we are encouraged by the progress we have already made around equality and diversity, we of course recognise there is much more to do and will continue to strive to motivate, progress and embed inclusive practice throughout the way we work and in our organisation."
This is shared with participants at the start of the equality input to emphasise commitment from senior leader to LGBT inclusion and our commitment to diversity.
b) This is highlighted on our equality input at the new employee induction. We give details on the network, how to join and participate: either as an LGBT member of staff or as an ally.
c) This is explained at the Welcome day induction after we show all new employees the Stonewall no Bystander video. We detail that our policies are inclusive of sexual orientation and gender identity, disability, race etc. including explicit mention of the dignity at work section of our code of conduct policy. This is then further emphasised in the HR session covering employee policy. During this session gender neutral language is used and it is emphasised that all policies relating to work and family are LGBT inclusive. (image uploaded of induction slides and speaker notes)

Upload evidence for option A

please be aware only **one** file is allowed per answer

[2.3 A](#)

Filename: 2.3 A **Size:** 70.0 kB

Upload evidence for option B

please be aware only **one** file is allowed per answer

[2.3b Induction Slides Network Group](#)

Filename: 2.3b Induction Slides Network Group **Size:** 142.7 kB

Upload evidence for option C

please be aware only **one** file is allowed per answer

[2.3c Policy induction slides](#)

Filename: 2.3c Policy induction slides **Size:** 272.1 kB

The Employee Lifecycle: Part 2

2.4 Does the organisation enable non-binary employees to have their identities recognised on workplace systems?

GUIDANCE: Examples include being able to use the title Mx, the option to choose a gender marker other than male or female and the ability to have a passcard with two forms of gender expression present.

Yes

Describe how non-binary identities are recognised on workplace systems:

We enable non-binary employees to have their identities recgonised on our "Agresso" workplace system. Employees are able to choose either Man, Woman, In another way or prefer not to say. This can be recorded either at recruitment stage or employees have the ability to update as required once in post. SDS also enables non-binary colleagues to identify using the "Mx" title which has been enabled on our HR system.

2.5 Does the organisation provide all-employee equality and diversity training which includes the following topics, explicitly covering LGBT people?

Tick the completion rate for the training

GUIDANCE: The training should reach as many employees as possible across your organisation. Training content should explicitly mention LGBT people and cover lesbian, gay, bi and trans in the context of each option selected. Examples of content you could upload are case studies, e-learning screenshots or PowerPoint presentations.

A. Organisational policy and legislation	76–100%
B. Language, stereotypes and assumptions	76–100%
C. Challenging inappropriate behaviour	76–100%
D. Routes to reporting bullying and harassment	76–100%

Describe how you estimate completion rates:	a) This is covered at mandatory induction for all new starts and covered on our Equality Essentials elearning - 100% mandatory elearning for all staff monitored by our learning management system in HR b) Equality Essentials elearning - 100% mandatory elearning for all staff monitored by our learning management system in HR

	c) Equality Essentials elearning - 100% mandatory elearning for all staff monitored by our learning management system in HR
	d) Equality Essentials elearning - 100% mandatory elearning for all staff monitored by our learning management system in HR
Describe the format of the training and the content you have uploaded:	a) All staff are trained on Organisational Policy and legislation in relation to LGBT equality via mandatory equality elearning. This is further developed through discussion of trans specific case studies at mandatory induction regarding our code of conduct policy. In addition, to reinforce our zero tolerance to bullying in harassment which is detailed in our code of conduct policy, we show the Stonewall No Bystanders video at all welcome day inductions.
	b) This is covered in our mandatory elearning which must be completed for all new starts and a renewal strategy is in place for all staff to complete every two years as a reminder. Language, sterotypes and assumptions are all covered with explicit reference to LGBT issues. Uploaded screenshots of some key case study examples covering examples of stereotyping, assumptions and discrimination specifically in relation to LGBT. Uploaded is also a screen shot regarding inclusive language specifically for sexual orientation and gender identity.
	c) This is also covered as above in our mandatory eLearning for all staff. This includes scenarios which specifically look at homophobic bullying and tips to challenging inappropriate behaviours with a specific case study relating to challenging inappropriate behaviour experienced by an LGBT person, which has been uploaded. This is further supported by our induction for all staff, where we show the Stonewall No Bystander Video to all new members of staff and explain everyone's responsibility on challenging inappropriate behaviour, including bi and trans and not being a bystander.
	D) This is also covered in the elearning as mentioned above. This details the range of routes/support employees can access in relation to

bullying and harassment. This is detailed after the scenario which covers homophobic bullying. This support covers our HR department, our confidential Employee Assistance Programme & recognised Trade Union representative and where to find the support. This is shortly to be updated to reflect the roll out of a full mediation service offer.

Upload evidence for option A

please be aware only **one** file is allowed per answer

[2.5a Essentials & Quiz Question](#)

Filename: 2.5a Essentials & Quiz Question **Size:** 216.4 kB

Upload evidence for option B

please be aware only **one** file is allowed per answer

[2.5 B updated 2020](#)

Filename: 2.5 B updated 2020 **Size:** 1.7 MB

Upload evidence for option C

please be aware only **one** file is allowed per answer

[2.5 C QUTLkAO](#)

Filename: 2.5 C QUTLkAO **Size:** 1.1 MB

Upload evidence for option D

please be aware only **one** file is allowed per answer

[2.5 D](#)

Filename: 2.5 D **Size:** 418.7 kB

2.6 In the past year, which of the following messages have appeared in internal communications to all employees?

Tick all that apply

GUIDANCE: Communications uploaded should have been sent, or made available to all employees (or as many as geographically possible through the specific communication method). Evidence could include emails and screenshots of intranet posts. IDAHoBiT refers to the International Day Against Homophobia, Biphobia and Transphobia. In your uploaded evidence, make clear who/how many employees the communication reached. Evidence provided for option A. must clearly include all identities within LGBT.

Responses Selected:

A. Information about LGBT History Month, Pride, Spirit Day and/or IDAHoBiT
B. Information about Bi-visibility Day and/or other bi specific events (e.g. bi pride events or Bicon)
C. Information about Transgender Day of Visibility, Transgender Day of Remembrance and/or Trans Pride
D. Information about the LGBT Employee Network Group and allies activity

Upload evidence for option A

please be aware only **one** file is allowed per answer

Filename: 2.6a Edinburgh Pride **Size:** 807.0 kB

Upload evidence for option B

please be aware only **one** file is allowed per answer

Filename: 2.6b Extract BiTastic **Size:** 741.5 kB

Upload evidence for option C

please be aware only **one** file is allowed per answer

[2.6C ITransDOV](#)

Filename: 2.6C ITransDOV **Size:** 258.3 kB

Upload evidence for option D

please be aware only **one** file is allowed per answer

████████████████████

Filename: 2.6d Extract from all colleague article **Size:** 770.3 kB

Provide date for option A

26 Jun 2019

Provide date for option B

29 Sep 2019

Provide date for option C

29 Mar 2019

Provide date for option D

29 Aug 2019

The Employee Lifecycle: Part 3

2.7 In the past year, which of the following career development opportunities has the organisation specifically communicated to LGBT employees?

Tick all that apply

GUIDANCE: Communications here can either be specific communications to LGBT people through the employee network group OR an all-employee communication making it clear you welcome LGBT employees on the programmes/opportunities.

Responses Selected:

A. General leadership and development programmes

B. LGBT specific leadership/professional development programmes

C. LGBT specific seminars and conferences

A. Describe the programmes and how these programmes are promoted to LGBT employees:	On the 17 May 2019, our Director of HR sent out an invitation for a leadership development opportunity to our LGBT employee network this offered the chance to become a co chair of the group. This would involve taking a leadership role in enthusing colleagues about LGBT equality, being a point of contact and helping the network prioritise activity and maintaining the momentum of the networks development.
B. Describe the programmes and how these programmes are promoted to LGBT employees:	Stonewall's webinar: Maximizing the impact of your LGBT Network, was communicated to our LGBTI+ & Allies network chair and co chairs. Two of our co-chairs attended this webinar and subsequently shared the learning to the wider group. Attendance at such LGBT specific seminars and conferences contribute towards staff's minimum requirement of 21 hours Continuous Professional Development.
C. Describe the programmes and how these programmes are promoted to LGBT employees:	The Stonewall Workplace Conference 2019 was specifically communicated and promoted to our LGBT staff network group. This was sent out via the chair of the group and we have funding for one place at the 2019 conference. One of our careers advisors, who is also a co-chair of the network group, will attend this year. Attendance at such LGBT specific specific seminars and conferences contribute towards staff's minimum requirement of 21 hours Continuous Professional Development. Four of our staff attended last year.

A. Provide a date on which these opportunities were communicated

17 May 2019

B. Provide a date on which these opportunities were communicated

22 Jul 2019

C. Provide a date on which these opportunities were communicated

23 Aug 2019

2.8 Does the organisation proactively recognise contributions to the LGBT employee network group during employee performance appraisals?

GUIDANCE: The onus should be on the employer/manager to make explicit that network group activity links in with organisational values and count towards diversity goals. Please note, the recognition doesn't have to be financial, but should be systematic and applied to all performance appraisals, not just those of the network leads.

Yes

Describe how contributions are recognised:

Significant contributions to the LGBT Staff Network group are recognised during performance appraisals. This is covered under "My Contribution" discussions between employees and their people manager. This conversation includes the employee identifying how they contribute to the organisations goals in relation to this area, "equality of opportunity for all", and "SDS is an employer of choice and exemplar of fair work." Participation in the LGBTI+ staff and allies network is one way of employees demonstrating this. Accessing webinars and training material highlighted in the network is also recognised as contributing to mandatory continuous professional development hours required for all staff.

2.9 Does the organisation identify and act on any LGBT issues raised at exit interviews or on exit surveys?

GUIDANCE: Examples include giving employees an opportunity to raise any issues relating to discrimination they may have experienced in the organisation.

Yes	

Describe the exit interview/survey process and how LGBT issues would be identified or raised:	The exit interview process in SDS consists of an employee questionnaire. This is issued to employees by HR, to complete when they have intimated they are resigning their position in the organisation. The exit survey is completed online and returned in confidence, directly to HR. The questions include establishing individuals perception of SDS as an equal opportunities employer, whether SDS has treated them fairly, whether they have been subject to personal harassment/discrimination or subject to any form of bullying at work. We consulted with our LGBTI+ & Allies network group, who felt that it was not appropriate to give a specific LGBT example, without examples of all protected characteristics, which wouldn't be appropriate on an exit interview. Examples of bullying, harassment and discrimination are given in other policies.
Describe how any issues raised would be acted upon by the organisation:	If the employee has identified any LGBT issues in relation to bullying or harassment they are automatically invited to a formal discussion with HR to explore the issues and discuss appropriate action which could include a formal investigation in relation to any allegation of discrimination or unfair treatment.

Section 3: LGBT Staff Network Group

Completed 16 Mar 2020

Workplace Equality Index Application

Section 3: LGBT Employee Network Group

This section comprises of 7 questions and examines the activity of your LGBT employee network group. The questions scrutinise its function within the organisation. This section is worth 11% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

3.1 Does the organisation have an LGBT employee network group for LGBT employees?

A. Yes, with a defined role and terms of reference

Upload the LGBT employee network group's terms of reference:

please be aware only **one** file is allowed per answer

SDS LGBT TOR

Filename: SDS LGBT TOR **Size:** 87.6 kB

ENG: Part 2

3.2 Does the LGBT employee network group have clearly defined yearly objectives?

GUIDANCE: Examples could include holding a certain number of events or campaigns, engaging with different groups of staff across the organisation and collaborating with other organisation's network groups.

Yes

List examples of some of your most recent objectives and progress towards achieving them:

Objective 1. "Consultation with other public sector LGBT networks to explore sharing learning and best practice"

Progress: We have engaged with networks at SQA and Crown Office and Procurator Fiscal Service and organised a joint event with our networks looking at sharing best practice and opportunities for collaborative working. This took place on the 28th of August.

2. Use Trello to understand where more engagement with LGBTI+ customers would be effective

Reports have been created which have identified the range and scope of activity currently happening in Scotland, and areas where this can be developed. This information has been shared with operations colleagues. This will be reviewed in 6 months.

3. LGBTI+ and Allies Forum to be consulted on the Equality, Diversity & Inclusion resource

Working group established and initial scoping has taken place. Once initial content and layout has been agreed the LGBTI+ network group will be invited to review and recommend any addition or changes

3.3 Which of the following support activities does the LGBT employee network group facilitate?

Tick all that apply

GUIDANCE: The individual support the network offers should be available and advertised to all staff. Consultation on internal policies and practices should be considered as policies which impact upon employee welfare, for example, reviewing an updated adoption policy. Consultation on the organisations broader work refers to organisational outcomes, for example being consulted on a LGBT media marketing campaign.

Responses Selected:

A. Provide confidential support to all employees on LGBT issues
B. Provide support to enable employees to report homophobic, biphobic and transphobic bullying and harassment
C. Have been consulted on improving internal policies and practices
D. Have been consulted on business development, organisational priorities and/or the organisation broader work

Describe the options selected:

A. Describe the confidential support the group offers and how this is communicated to all staff:	SDS has an employee assistance programme where staff can access confidential support and assistance. We highlight this on the online LGBTI+ and allies forum annually and encourage members to signpost this resource to all staff regarding LGBT issues. Members of the network are also encouraged to contact other members offline for confidential support and advice.
	Extract from our LGBTI+ and allies online forum: Confidential support
	Confidential support and advice regarding any LGBTI+ related matters is offered to all staff by ▮▮▮▮▮▮▮▮ Chair of our LGBTI+ Allies Forum, who can be contacted at:

	████████████
B. Describe how the group offers support to enable employees to report homophobic, biphobic and transphobic bullying and harassment and how this is communicated to all staff:	Below are two of the key tasks for the LGBTI+ network group. -Provide a welcoming, non-judgemental, confidential and safe environment to raise and discuss LGBT+ issues. -Challenge all forms of homophobia, biphobia and transphobia in the workplace and raise the profile of LGBT+ issues within SDS. At the top of our LGBTI+ and Allies Forum landing page on our staff intranet, we have a message to make it clear for employees to report homophobic, biphobic and transphobic bullying in a confidential manner. This states: "Welcome to the LGBTI+ Allies Network Group Confidential support Confidential support and advice regarding any LGBTI+ related matters is offered to all staff by ██████████ Chair of our LGBTI+ Allies Forum, who can be contacted at: ████████████ In addition sessions on Homophobic, Biphobic & transphobic bullying training have been delivered through the forum which included routes to reporting. These two key tasks are reviewed on an annual basis to ensure the group are continually aware of how to support employees to report homophobic, biphobic and transphobic bullying and harassment. 📖
C. Describe the consultation process and outcome:	HR consulted with the LGBTI+ network group on the review and refresh of our resourcing policy exit

| | strategy to ensure any LGBT bullying or harassment issues in relation to the employees exit are effectively captured reported and progressed in February 2018. This included reviewing the overall approach as well as implementing feedback from the forum on specific questions in the exit interview & questionnaire.

Having consulted with the LGBTI+ network on this policy, HR have agreed to make use of this network to ensure that any new updated or policy changes consider the views of LGBTI+ staff, which will ensure all policies are fully LGBT inclusive. |
| --- | --- |
| D. Describe the consultation process and outcome: | In June 2018, Business development teams used the network to consult in relation to ensuring all monitoring and recording is trans inclusive within National Training Programmes. The network has also consulted with the Programme Management department to feedback on the monitoring on all our websites. As a result this has now been updated to be fully trans inclusive. This consultation happened in 2017.

In addition, the LGBT staff network group was also consulted on the use of LGBT inclusive language on our My World of Work external customer website. This consultation happened in April 2018. As a result, our My World of Work customer website uses LGBT inclusive language and any future changes will follow the same process. This now means LGBT customers accessing My World of World will view it as an LGBT inclusive product/service.

Our LGBTI+ and allies network group will be consulted on the equality, diversity and inclusion resource pages on our staff intranet. This is scheduled to take place from September 2019 onwards. |

ENG: Part 3

3.4 In the past year, which of the following activities has the LGBT employee network group undertaken?

Tick all that apply

GUIDANCE: 'Awareness raising events' here refers to activities which serve to educate or inform the wider organisation about different sexual orientation, gender identity and/or trans issues, for example panel discussions, lunch and learns or stalls during diversity events. 'Mentoring or coaching programme' here refers to either a specific programme run by the network, or alternatively an organisation wide programme which proactively incorporates LGBT mentoring with the aid of (and driven by) the network group. 'Reverse mentoring' here refers to a formal process whereby senior employees are reversed mentored by more junior LGBT employees.

Responses Selected:

A. Social networking event for members
B. Lesbian, gay and bi equality awareness raising event
C. Trans equality awareness raising event
D. Collaborated with other LGBT network groups
F. Mentoring or coaching programme
H. Fundraised for an LGBT charity, community group or event

Describe the activities selected and when they occurred. Please provide specific dates or time periods within the last year.

A. Social networking event for members	SDS staff in Edinburgh attended Pride to promote equality and diversity in the workplace. Staff met at a central area which was publicised throughout the LGBT+ allies forum and yammer to encourage everyone to feel welcome to join the event. It was great to have a staff member from SDS Inverness to join us for the March in Edinburgh and we all marched together with the Pride Banner and spent

	time together after the event. Photos and information following the day were then shared after the event to raise awareness of the importance of Pride on the company intranet, LGBT+ allies forum, SDS Edinburgh Facebook and staff's personal LinkedIn profiles. Staff members also networked and socialised after the Pride Glasgow event, going for lunch. Photos from the event were also shared on social media and on the SDS intranet.
B. Lesbian, gay and bi equality awareness raising event	Members of the network attended Pride Edinburgh (June 2019), Pride Glasgow (August 2019), Pride Ness (October 2018 & July 2019), Stornoway Pride (October 2018), Grampian Pride (May 2019), Dundee Pride (September 2019), Oban Pride (May 2019) and Perthshire Pride (August 2019). Members of the network marched in Pride Edinburgh and Pride Glasgow raising awareness of sexual orientation, equality and SDS as an inclusive employer and provider of inclusive services. Members of the network also staffed stalls at both Glasgow and Perthshire Pride to promote sexual orientation awareness.
C. Trans equality awareness raising event	Training delivered to staff (18/6/18 & 15/8/18) around trans inclusion with the following learning aims: Feel more confident using trans inclusive language. Understand the difference between "sex", "gender identity" and "gender expression". Understand the concept of gender as spectrum of identities, as opposed to a binary system. Both of these training sessions received very positive outcomes on the evaluations. A trans member of the LGBT Employee Network delivered training at a trans equality awareness raising event on 6/3/2019. This was delivered externally at the University of the West of Scotland to students and recent graduates of the qualification for Careers Guidance and Development. The training covered trans issues including what being trans means, employment barriers, everyday barriers and what we can do as

	allies.
D. Collaborated with other LGBT network groups	On the 28th of August 2019, SDS's LGBTI+ and allies network group organised a best practice sharing event with SQA's and Crown Office and Procurator Fiscal Service's (COPFS) LGBT network groups. This included SQA sharing the background of their network and the range of activity their Rainbow Network had been involved in, as well as some of the challenges they faced. Some ideas our group wanted to explore as a result, included allies training, annual general meeting and specific roles for co-chairs. The COPFS rep will attend the next online meeting of the forum to cover similar information from their network. This also included looking at further opportunities for collaboration.
F. Mentoring or coaching programme	SDS piloted the first Stonewall work placement programme between the 3rd-5th June 2019. This consisted of a young LGBT person coming in to our organisation for 3 days work experience within the HR directorate, with a formal programme in place, with the young person being given coaching and mentoring throughout by a co-chair of our LGBTI+ allies co chair. The young LGBT person worked with an number of teams including HR Assistants, Case advisors, Young Talent and HR equality. In addition, they attended an employability workshop alongside our graduate interns and also gained valuable interview experience through a mock interview session. He also completed a range of elearning modules including unconscious bias and data breaches.
	We organised daily meetings to allow the young person and their mentor to catch-up and discuss further development opportunities and explore areas he wanted to learn more about. This allowed us to tailor the programme to him, and ensure he was getting the most out the three days.
	At the end of the programme he carried out a reflective learning exercise and completed a feedback evaluation form. This highlighted the areas in which the mentoring programme went well

	and areas for continuous improvement
H. Fundraised for an LGBT charity, community group or event	Purple Friday was celebrated by the LGBT network group in February 2019 in both Glasgow and Edinburgh offices. The group used the resources and everyday hero badges from LGBT Youth, dressed in purple, ate purple food, posed for purple selfies and raised money for LGBT Youth. In the run up to this event we emailed staff with facts from LGBT history as part of LGBT History Month.

3.5 In the past two years, has the LGBT employee network group held campaigns, initiatives, seminars or events engaging with the following diversity strands?

Tick all that apply

GUIDANCE: 'Initiatives' and 'campaigns' here refer to specific programmes or projects – online or offline – undertaken to achieve LGBT specific aims in the near-term. For example, creating a series of blog posts during LGBT History Month to highlight homophobia, biphobia and transphobia in sport.

Examples include raising awareness of the specific mental health challenges faced by LGBT people during mental health awareness week and profiling prominent trans women on International Women's Day.

This question is looking at how your network group engages with the intersections between LGBT identities and other diversity strands, work on LGBT identities that does not clearly engage one of these other diversity strands will not be accepted for this question.

Please provide specific dates or time periods within the last two years.

Responses Selected:

A. Age
B. BAME
C. Disability (excluding disability related to mental health)
D. Women
F. Mental health (including disability related to mental health)
G. Religion

Describe the campaigns, initiatives, seminars or events and when they occurred:

A. Age	The LGBT staff network group were involved in a joint initiative with LGBT Youth in the run up to Purple Friday. This included our network staff organising and participating in a Purple Friday youth event promoting sexual orientation and trans equality specifically to young people at Trinity Academy in 2018. In addition to this the LGBT network staff profiled a prominent older LGBT person, Storme DeLarverie, as part of LGBT history month 2018 on our online LGBTI+ staff and allies forum.
B. BAME	Posted awareness raising campaign on Islam and LGBT on the LGBT+ and allies forum. This included sharing an article from the BBC called 'My LGBT Friendly Mosque Saved Me from being Radicalized' which created a discussion among colleagues.
C. Disability	As part of LGBT history month 2018 the LGBT network group profiled Audre Lorde, who was both LGBT and disabled. The profile detailed intersectionality issues in relation to being both LGBT and disabled. In 2019, The LGBTI+ and allies engaged with an article about a retired professional athlete, Stefan Hoggan's, coming out story on the forum on connect which generated discussion.
D. Gender	The LGBT network group profiled, Daniela Vega, a prominent trans woman as part of International Womens Day in 2018. In 2019, For Internationals Women's Day we highlighted women's friendships including Lily Tomlin and Jane Fonda on the LGBT+ allies forum.
F. Mental Health	Held awareness raising campaign on LGBT and mental health which included sharing information on the LGBT+ allies forum from "LGBT Health and Wellbeing", a charity which works to improve the health, wellbeing and equality of lesbian, gay, bisexual, and transgender (LGBT) people in Scotland, including their LGBT mental wellbeing newsletter and promoted LGBT mental health event with Swan.

G. Religion	In 2019, The LGBTI+ allies and network group highlighted associate chaplin at the University of South Wales, ▓▓▓▓▓▓ on the LGBT+ Allies forum as a Stonewall Gay Role Model of the year 2019 to celebrate LGBT+ people of faith. In 2018, LGBT Network members held a reflective discussion with members of staff working in faith schools in Edinburgh. They used the Stonewall materials for working with faith communities and reviewed the schools anti bullying policies. This resulted in one of the Careers Advisers having a discussion with the Head Teacher in the school that they are linked to. This has resulted in this adviser getting permission to display Stonewall posters in the school. All the advisers in the 3 faith schools in Edinburgh also wear SDS rainbow lanyards and have Stonewall stickers on their diaries.

ENG: Part 4

3.6 In the past year, what initiatives has the LGBT employee network group undertaken to ensure the membership is as diverse as possible?

Tick all that apply

GUIDANCE: Examples provided should clearly demonstrate that the LGBT employee network group is driven in ensuring the membership is representative of many different types of people.

Responses Selected:

A. Implemented a formal mechanism or process to ensure bi and trans issues are covered and engaged with (for example, bi or trans reps)
B. Promoted the LGBT employee network group as being open to all employees and inclusive of LGBT people with multiple identities (for example, BAME LGBT people or LGBT people with experience of mental health problems)
C. Reviewed and evaluated past and future activity to remove barriers to engagement from LGBT people with multiple identities
D. Other

Describe the initiatives selected and when they took place or were implemented. Please include specific dates or time periods.

| A. Implemented a formal mechanism or process to ensure bi and trans issues are covered and engaged with (for example, bi or trans reps) | Awareness days have been celebrated and published on the online LGBT and allies network forum, with a plan to have activities throughout each year such as:
• Celebrate Bisexuality day (23rd Sept)
• LGBT History month and Purple Friday (Feb)
• Lesbian Visibility Day (26th April)
• IDAHOBIT (17th May)
• Edinburgh PRIDE 2019 (22nd June)

This is part of a formal process which the LGBT group annually review the events covered within the year to ensure trans and bi specific events are |

	included in the groups activities.
B. Promoted the LGBT employee network group as being open to all employees and inclusive of LGBT people with multiple identities	We promoted the LGBT employee network throughout the year through various internal digital channels e.g., email, Yammer, Connect forum, and connect blogs to reach as wide a group of staff throughout SDS as possible. We now also have co-chairs in post to reach a wider audience on a face to face basis in areas throughout Scotland. The co-chairs are from different job roles within SDS. The range of intersectional articles and case studies highlight that the network is inclusive of LGBT people with multiple identities, which is reinforced by our statement on the landing page of our forum which states "The LGBTI+ Allies Network Group is open and inclusive to all colleagues, regardless of age, race, religion, disability, gender identity and sexual orientation. The forum offers networking opportunities and a welcoming, non-judgemental, confidential and safe environment where people can raise and discuss LGBTI+ issues."
C. Reviewed and evaluated past and future activity to remove barriers to engagement from LGBT people with multiple identities	We evaluate all training sessions with a formal feedback form which is then discussed at LGBT+ allies Edinburgh group meetings. The Edinburgh LGBT+ allies group also self-evaluate in conjunction with the HR Equality team which has led to the recruitment of co-chairs of the LGBT+ allies network. This was also reviewed as part of the LGBTI+ and allies network co-chairs review of the terms of reference and yearly objectives to ensure there are no barriers to engagement from staff with multiple identities.
D. Other	Ensuring "I" is represented in the network name of "LGBTI+" which encourages discussion of intersex issues and reinforces the inclusivity of the network and having particular awareness raising sessions including videos, myth busters etc. Intersex identity was also flagged by the chair of our LGBTI+ allies group at trans training sessions, reinforcing the inclusivity of the network on the 17 may 2019.

3.7 Has the LGBT employee network group undertaken any additional work in the past year to advance LGBT equality in both your organisation and the wider community?

GUIDANCE: The work detailed here should be additional to the work already covered in other questions.

Yes

Describe the activity and impact. Please include specific dates or time periods.

Group work session delivered to the activity agreement group (young people aged 16 to 19 years old who are not in education, employment or training) in the local community to discuss LGBT equality - the group themed around tackling homophobia, biphobia and transphobia, the impact of bullying and the role of allies. The session took place the week prior to Edinburgh Pride in June 2019.

The following question is not scored.

3.8 Does the LGBT employee network group's terms of reference state that the group is inclusive of bi and trans people? Tick all that apply.

Responses Selected:

A. Bi people

B. Trans people, including non-binary people, trans men and trans women

Section 4: Allies and Role Models

Completed   16 Mar 2020

Workplace Equality Index Application

Allies and Role Models: Part 1

Section 4: Allies and Role Models

This section comprises of 9 questions and examines the process of engaging allies and promoting role models. The questions scrutinise how the organisation empowers allies and role models, then the individual actions they take. This section is worth 11% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

Allies

4.1 Does the organisation have a formal programme or initiative to engage all non-LGBT employees to become allies?

GUIDANCE: The programme should be a formal mechanism to engage non-LGBT people with LGBT equality.

A. Yes, as part of our LGBT employee network group

Describe the allies programme or initiative:

Yes, as part of our LGBT employee network group. When the network was initially started in the Edinburgh team all members of staff were invited to join the LGBTI + Allies group. Now the network has been developed and is available for all staff nationally through our intranet (Connect) all members of staff are invited to engage with the network. The network actively seeks to engage allies via blogs and talking point articles on Connect. Now that the network has been established, we always include reference to the network when we publish LGBT/equality articles. Attached is an example of an article for Purple Friday 2019, where we advertise the allies programme.

Upload a communication advertising the allies programme or initiative:

please be aware only **one** file is allowed per answer

███████████████████████

Filename: 4.1 Purple Friday 2019 Connect new **Size:** 2.0 MB

4.2 In the past year, has the organisation held internal awareness raising sessions, campaigns or initiatives specifically for allies which cover the following?

Tick all that apply

GUIDANCE: Content/activity should be tailored for non-LGBT people and run through mechanisms that engage allies. Content should cover all LGBT identities (lesbian, gay, bi and trans).

Responses Selected:

A. The importance of allies
B. Discrimination towards LGBT people
C. Personal stories from LGBT people

Provide a brief description of the content you have uploaded:

a) Extract from a blog from the Chair of our LGBTI+ allies network forum focusing on Lesbian Day of Visibility and the importance of allies not only for lesbians but also for other members of the LGBT community in every day and working life.

b) A post from our LGBTI+ Allies forum covering new research from Stonewall (LGBT in Scotland: Health Report). This highlighted the discrimination faced by LGBT people in accessing health care services including mental health. This formed part of an internal awareness raising campaign on LGBT discrimination. People managers are encouraged to use posts like this which focus on new research as a topic for discussion at team meetings.

c) An extract from a post on our LGBTI+ Allies network forum which formed part of our internal awareness raising campaign for allies during LGBT history month, highlighting personal stories from influential LGBT people.

Upload content covering option A:

please be aware only **one** file is allowed per answer

███████████████

Filename: 4.2 ████████████ **Size:** 907.4 kB

Upload content covering option B:

please be aware only **one** file is allowed per answer

███████████████████████

Filename: 4.2 B Stonewall Scotland Health Report Jan 2019 **Size:** 227.4 kB

Upload content covering option C:

please be aware only **one** file is allowed per answer

████████████████████

Filename: 4.2c Personal Stories Role Model Post **Size:** 107.2 kB

Provide a date for Option A:

26 Apr 2019

Provide a date for Option B:

15 Jan 2019

Provide a date for Option C:

8 Feb 2019

Provide a date for Option D:

(No response)

4.3 Does the organisation enable allies to visibly signal their commitment to LGBT equality?

GUIDANCE: Examples include visual signals such as email signatures, badges, lanyards and mugs.

Yes

Describe how allies can visibly signal their commitment to LGBT equality:

Anyone who signs up to our LGBTI+ Staff & Allies Network Group is automatically sent an LGBT Rainbow Lanyard to show their visible commitment to LGBT equality. These are also offered at induction to new staff. All staff (including allies) now have the Stonewall Top 100 employer and Stonewall Top Trans employer 2019 logos on their email signatures. We also have Stonewall posters on display in SDS centres, community hubs and schools.

Allies and Role Models: Part 2

Allies

4.4 In the past year, which of the following activities have allies engaged in?

Tick all that apply

GUIDANCE: 'Helped organise' here, refers to allies taking an active involvement in the planning and execution of events. It does not mean allies simply turning up to events.

Responses Selected:

A. Participated in LGBT network group activities
B. Helped organise a lesbian, gay and bi equality awareness raising event
C. Helped organise a trans equality awareness raising event
D. Recruited other allies
E. Coached or mentored other allies
F. Other

Describe the activities selected. Please include specific dates or time periods.

A. Participated in LGBT network group activities	One example to highlight is allies based in Edinburgh participate in LGBT allies network group activities by way of face-to-face meetings every 3 months. The group review activities and forward plan for the next three months any LGBTI+ events or activities. Information and good practice is shared, for example work with schools, e.g. engaging with LGBT specific school groups. We established the co-chairs of the LGBT allies network group in 2019, who meet monthly to review and progress network group objectives and activities.
B. Helped organise a lesbian, gay and bi equality awareness raising event	Allies from our LGBT allies network group have been central in organisation and promoting participation in a number of key sexual orientation awareness raising events including Purple Friday, IDAHoBIT and Edinburgh Pride & Pride Glasgow 2019. Allies ensured that we had sufficient staff in attendance covering the range of skills required to effectively engage customers and staff's understanding of LGBT issues. The allies have been proactive in organising SDS participation in a range of other sexual orientation equality awareness raising events such as Perthshire Pride and Oban Pride 2019. This will continue to contribute to SDS being perceived as an inclusive employer and provider of inclusive services.
C. Helped organise a trans equality awareness raising event	On 10 July 2019, allies in Inverclyde organised and delivered a team trans equality awareness raising event. This included a quiz on terminology and a number of video clips and engaging discussion on current issues related to gender identity and recognition.
D. Recruited other allies	Over the last year, other allies have been recruited via discussion with staff who are already visible members and allies proudly wearing rainbow lanyards. Other platforms used include email invites to recruit new members to the Edinburgh allies network group, posts on our all colleague Yammer group from other allies inviting to joining the discussion and participate in the allies network

	group, and via an article for staff from a senior leader proposing the establishment of a co-chairs group and seeking volunteers, on the 17 May 2019.
E. Coached or mentored other allies	Our online forum for LGBT allies provides an opportunity for members to raise issues concerns and questions, and to receive feedback, support and coaching from other allies. This has tended to focus on best practice on supporting LGBT customers and their specific needs which has included funding, homelessness, refugees & bullying. Many allies on the forum have significant experience supporting LGBT customers and are able to coach and support other allies who have less experience.
F. Other	███████, one of our LGBTI+ Allies forum Co-Chairs, participated in Intersectionality Training 28th June 2019, delivered by the Equality Network with CESREC and shared learning from this session with the wider allies forum. Intersectionality looks at the issues facing people who have more than one protected characteristics and how this can mean they face multiple barriers or struggle to access the correct services. The training was just starting to introduce this so we looked at different terminology used, case studies, how people feel when facing these issues and what services could do to make things as easy as possible for everyone to access the same level of service. Another ally in Falkirk then delivered equality training over June and July 2019 and follow on sessions focusing on LGBT+, incorporating learning from the intersectionality training. In addition, allies in Edinburgh organised and delivered anti homophobic, biphobic and transphobic bullying training session on 07/11/2018, to the wider staff team.

4.5 Does the organisation support all non-trans employees (including lesbian, gay and bi employees) to become trans allies through training, programmes and/or resources?

GUIDANCE: Examples can include information booklets, programmes or training, but must focus specifically on being an ally to trans people. By non-trans, we mean people who do not identify as trans.

Yes

Describe the training, programmes and/or resources:

The importance of becoming trans allies is highlighted in our Webinar available to all staff from the Scottish Trans Alliance. The trans webnar was highlighted to all staff on our intranet and is available to everyone on our "Academy" learning system. This means that SDS could support all non-trans employees, including LGB employees to become trans allies. This webinar was relaunched as a more interactive learning resource in 2019, and in addition, importantly, is planned to be mandatory for all operations colleagues. in 2019/20

In addition to this, members of the network were allowed to attend the Stonewall Workplace Conference where one of the network members attended the workshop on trans inclusion. This resulted in Stonewall materials being used from the workshop and other online resources to put together a trans awareness session. At this session we discussed being trans allies and what this means.

Allies and Role Models: Part 3

LGBT Role Models

4.6 Does the organisation support LGBT employees at all levels to become visible role models through training, programmes and/or resources?

GUIDANCE: Examples can include role model and information booklets, programmes or training, but must focus specifically on steps LGBT people can take to become active role models.

Yes

Describe the training, programmes and/or resources:

Our chair of the LGBTI+ allies group was supported by SDS to participate in the Stonewall Role Models Training. They then provided feedback via an in depth article to the rest of the organisation on our all staff intranet, encouraging others to access formal training to also become LGBT role models. The article also highlighted specific steps that LGBT staff can take to become visible role models including discussing with their people managers as part of their "My Contribution" development discussion.

4.7 In the past year, have any visible LGBT role models at board level from the organisation been profiled?

GUIDANCE: For information about what is meant by board level, see here. Within the profiling opportunity, the person's sexual orientation, gender identity and/or trans identity must be clear. It should not be left up to the reader or viewer to make assumptions.

No

Provide the date on which this profile was shared.

(No response)

4.8 In the past year, have any visible LGBT role models at senior management level from the organisation been profiled?

Tick all that apply

GUIDANCE: For information about what is meant by senior management level, see here. Within the profiling opportunity, the person's sexual orientation, gender identity and/or trans identity must be clear. It should not be left up to the reader or viewer to make assumptions.

Responses Selected:

E. None of the above

A. Provide the date on which this profile was shared:

(No response)

B. Provide the date on which this profile was shared:

(No response)

C. Provide the date on which this profile was shared:

(No response)

D. Provide the date on which this profile was shared:

(No response)

Allies and Role Models: Part 4

LGBT Role Models

4.9 In the past 18 months, has the organisation profiled visible role models from the following communities? Tick all that apply.

Tick all that apply

GUIDANCE: Within the profiling opportunity, the person's identity must be clear. It should not be left up to the reader or viewer to make assumptions.

Responses Selected:

A. Gay people or lesbians
B. Bi people
C. Binary trans people (e.g. trans men and trans women)
D. Non-binary people (e.g. genderfluid and genderqueer people)
E. Older LGBT people (aged 50 or over)
F. Young LGBT people (aged 25 or under)
G. Disabled LGBT people (excluding disability related to mental health)
H. BAME LGBT people
I. LGBT people of faith
J. LGBT people being open about their mental health (including disability related to mental health) or wellbeing challenges

Evidence:

A. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer

[4.9a Carol Ann Duffy](#)

Filename: 4.9a Carol Ann Duffy **Size:** 822.0 kB

B. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer

[4.9b Freddy](#)

Filename: 4.9b Freddy **Size:** 686.2 kB

C. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer

[4.9c Christine Jorgensen](#)

Filename: 4.9c Christine Jorgensen **Size:** 704.2 kB

D. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer

███████████████████████████████

Filename: 4.9D My trans story ▉ - Non binary trans person **Size:** 163.2 kB

E. Submit evidence where you have profiled the person/s in the last 18 months:

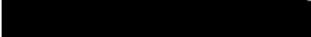please be aware only **one** file is allowed per answer

███████████████████████████

Filename: 4.9e older LGBT people & LGBT role models **Size:** 99.9 kB

F. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer

██████████████████

Filename: 4.9f ████████████████ **Size:** 0 Bytes

G. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer

[4.9g Gordon Aikman Disability](#)

Filename: 4.9g Gordon Aikman Disability **Size:** 541.6 kB

H. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer

[4.9h Alicia Garza BAME](#)

Filename: 4.9h Alicia Garza BAME **Size:** 584.6 kB

I. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer

[4.9i Religion Ray Vincent](#)

Filename: 4.9i Religion Ray Vincent **Size:** 142.1 kB

J. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer

████████████████████████

Filename: 4.9 ██████████████████████ **Size:** 0 Bytes

Dates:

A. Provide the date on which this profile was shared:

5 Feb 2019

B. Provide the date on which this profile was shared:

5 Feb 2019

C. Provide the date on which this profile was shared:

5 Feb 2019

D. Provide the date on which this profile was shared:

14 Jul 2019

E. Provide the date on which this profile was shared:

14 Mar 2019

F. Provide the date on which this profile was shared:

29 Aug 2019

G. Provide the date on which this profile was shared:

5 Feb 2019

H. Provide the date on which this profile was shared:

5 Feb 2019

I. Provide the date on which this profile was shared:

5 Feb 2019

J. Provide the date on which this profile was shared:

4 Feb 2019

K. Provide the date on which this profile was shared:

(No response)

Allies and Role Models: Part 5

The following question is not scored.

4.10 Does the organisation support all non-bi employees (including lesbian and gay employees) to become bi allies through training, programmes and/or resources?

GUIDANCE: Examples can include information booklets, programmes or training, but must focus specifically on being an ally to bi people.

(No response)

Describe the training, programmes and/or resources:

(No response)

The following question is not scored.

4.11 Does the organisation enable allies to visibly signal their commitment to bi and trans equality? Tick all that apply.

GUIDANCE: Examples include visual signals such as email signatures, badges, lanyards and mugs. These could display the bi and trans flags, or other symbols of support.

No Responses Selected

Section 5: Senior Leadership

Completed   16 Mar 2020

Workplace Equality Index Application

Senior Leadership: Part 1

Section 5: Senior Leadership

This section comprises of 4 questions and examines how the organisation engages senior leaders. The questions scrutinise how the organisation empowers senior leaders at different levels, then the individual actions they take. This section is worth 8.5% of your total score.

Within this section, senior leaders are split between two levels - board level and senior management. For more information about how we use these two terms, please see [here](#).

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

Board level staff

5.1 How does the organisation support board level employees to understand the issues that affect LGBT people?

Tick all that apply

GUIDANCE: The support given should be systematic in its implementation.

Responses Selected:

B. Promote LGBT specific conferences or seminars to the board level employees

C. Other

Describe each option selected:

B. Promote LGBT specific conferences or seminars to the board level employees	We promote the Stonewall Workplace Conference to our Board Equality Champions. This year it was promoted to Nazim Hamid, highlighting the benefits of SDS attending previous conferences and how the information was shared with colleagues to better understand the needs of our LGBT staff and customers. This was then circulated to other board members for information and consideration.
C. Other	Our SDS board equality champion, Nazim Hamid, who chairs our equality advisory group, feeds back to the wider board on advisory group activity and minutes. This has included an input from Stonewall on the WEI and a second session on the feedback from the 2019 report, highlighting the areas we had made a lot of progress and also areas we could improve to move in to the top 10. The organisation also support board level employees at their mandatory induction which includes information on our equality strategy which includes a focus on LGBT equality, encouraging them to be active role models and allies.

5.2 In the past year, which of the following activities have members of the board engaged in?

Tick all that apply

GUIDANCE: Messages communicated should explicitly reference sexual orientation and trans equality. Meetings with the LGBT employee network group should be systematic and not ad hoc.

Responses Selected:

A. Communicated a strong message on sexual orientation equality
B. Communicated a strong message on trans equality
D. Reviewed top line LGBT monitoring reports and actions
G. Engaged with senior management to discuss LGBT equality
H. Reviewed and/or approved an LGBT inclusion strategy

Describe each option selected. Please include specific dates or time periods.

| A. Communicated a strong message on sexual orientation equality | An all staff communication was published on 20 August 2019 on our all staff intranet promoting the Stonewall Workplace Equality Index Staff Survey. This included a quote from our Board Equality champion which communicated a strong message on sexual orientation equality: "I am delighted to see Skills Development Scotland has continued to make significant progress in the Stonewall Workplace Equality Index in the last few years. Placing 18th in a UK-wide field of businesses across public, private and third sectors in the 2018 index is a terrific achievement. It reinforces our commitment not only to sexual orientation and trans equality but to the wider equality, diversity & inclusion agenda. |
| | To support and continue our development and progress in this important field, I would encourage everyone to take five minutes and complete the all |

	staff survey."
B. Communicated a strong message on trans equality	An all staff communication was published on 20 August 2019 on our all staff intranet promoting the Stonewall Workplace Equality Index Staff Survey. This included a quote from our Board Equality champion which communicated a strong message on trans equality:- "I am delighted to see Skills Development Scotland has continued to make significant progress in the Stonewall Workplace Equality Index in the last few years. Placing 18th in a UK-wide field of businesses across public, private and third sectors in the 2018 index is a terrific achievement. It reinforces our commitment not only to sexual orientation and trans equality but to the wider equality, diversity & inclusion agenda. To support and continue our development and progress in this important field, I would encourage everyone to take five minutes and complete the all staff survey."
D. Reviewed top line LGBT monitoring reports and actions	On 6 June 2019, the Board received a presentation on SDS's workforce diversity analysis, broken down by all protected characteristics, including sexual orientation and trans. This identified potential issues for certain groups, mainly disability and race, but less so for sexual orientation and trans. As a result, actions included promotion of our Stonewall top 100 employer and top trans employer status, including use of the logos in our recruitment pages on our website, on job descriptions and all staff email signatures. It is hoped that this may result in SDS being further recognised as an LGBT inclusive employer and therefore, attract a greater number of applications from the LGBT community.
G. Engaged with senior management to discuss LGBT equality	Our Stonewall WEI result was discussed at our Equality Advisory Group. Nazim Hamid, Board member and Chair, and the Senior Management team were involved in this discussion. Senior

	Management included Director of HR, Director of National Training Programmes, Director of Corporate Affairs and Director of Careers Information and Guidance.
H. Reviewed and/or approved an LGBT inclusion action plan	On 31 January 2019, the Board Remuneration and HR committee were given a presentation on 'Valuing Equality, Diversity & Inclusion at SDS' which incorporated discussion of the Stonewall 2019 submission and results. This was reviewed by the board and expressed their pleasure at our success but recognised the resulting action plan would need to be progressed to maintain the momentum in out LGBT equality work

Please list the names and job titles of the individuals named above. Please ensure you have strict permission from them for their name to appear in this submission.

	Name	Job title
Person 1	Nazim Hamid	SDS Board Member and Board Equality Champion
Person 2	Carolyn Anderson	Director of HR
Person 3	Katie Hutton	Director of National Training Programmes
Person 4	Neville Prentice	Senior Director of Service Development & Delivery
Person 5		

Senior Leadership: Part 2

Senior Management level staff

5.3 How does the organisation support senior management to understand the issues that affect LGBT people?

Tick all that apply

GUIDANCE: The support given should be systematic in its implementation.

Responses Selected:

B. Promote LGBT specific conferences or seminars to senior management level employees

C. Other

Describe each option selected:

B. Promote LGBT specific conferences or seminars to senior management level employees	We have promoted the Stonewall Workplace Conference to our Equality Advisory Group SDS members, this included the director of Careers, Information, Advice and Guidance, Director of National Training Programmes, Director of HR, Director of Communications. We highlighted the benefits of SDS attending previous conferences and how the information was shared with colleagues to better understand the needs of our LGBT staff and customers.
C. Other	Places at the LGBT Allies for senior leaders were promoted to our directors. Katie Hutton, Director of National Training Programmes attended this event.

5.4 In the past year, which of the following activities have senior management engaged in? Tick all that apply.

Tick all that apply

GUIDANCE: Messages communicated should explicitly reference sexual orientation and trans equality. Meetings with the LGBT employee network group should be systematic and not ad hoc.

Responses Selected:

A. Communicated a strong message on sexual orientation equality
B. Communicated a strong message on trans equality
D. Reviewed top line LGBT monitoring reports and actions
E. Spoken at an internal LGBT event
F. Spoken at an external LGBT event
G. Engaged with the board to discuss LGBT equality
H. Reviewed and/or approved an LGBT inclusion strategy
I. Attended an external LGBT event, for example Pride
J. Mentored or coached other senior leaders
K. Other

Describe each option selected. Please include specific dates or time periods.

| A. Communicated a strong message on sexual orientation equality | After Glasgow Pride, an all staff communication was published on 20th August 2019, on our intranet and included a quote from our Director of National Training Programmes, copied below which includes a strong message on sexual orientation equality.

""It was great to be part of a well-attended Pride march with a range of colleagues on Saturday and apart from a shower at the start, the sun shone for most of it. |

	I strongly believe our involvement in such events is crucial, as it provides an opportunity to reinforce our commitment to sexual orientation and trans equality both for our customers and all our colleagues in SDS."
B. Communicated a strong message on trans equality	After Glasgow Pride, an all staff communication was published on 20th August 2019, on our intranet and included a quote from our Director of National Training Programmes, copied below which includes a strong message on sexual orientation equality. ""It was great to be part of a well-attended Pride march with a range of colleagues on Saturday and apart from a shower at the start, the sun shone for most of it. I strongly believe our involvement in such events is crucial, as it provides an opportunity to reinforce our commitment to sexual orientation and trans equality both for our customers and all our colleagues in SDS."
D. Reviewed top line LGBT monitoring reports and actions	Our Director & Head of HR review on an on-going basis the equality recruitment monitoring report. This monitors applications by gender identity, sexual orientation, disability, ethnicity etc. from the point of application, to shortlisted and appointment. This enables us to identify trends and improvement actions going forward. This was last reviewed in April 2019.
E. Spoken at an internal LGBT event	On the 28th of August 2019, The LGBTI+ network group held an event to review progress and develop priorities. As apart of this event, partner organisation's networks were invited and guests speakers included SQA. This event was launched by Katie Hutton, SDS's Director of National Training Programmes. She welcomed delegates and highlighted the benefits the network has brought to the organisation and how it has contributed to the overall culture of dignity and respect, and supported our aspiration to be an employer where people can be themselves at work.
	On 7th March 2019, Carolyn Anderson, SDS

F. Spoken at an external LGBT event	Director of HR spoke at an external LGBT awards event held by Stonewall in Scottish Power's Headquarters. After accepting the award for Top Public Sector Employer in Scotland, Carolyn spoke about how the index provided a framework to develop and embed LGBT inclusiveness throughout the organisation and how this has in turn contributed to a culture of dignity and respect. She noted the importance of involving the whole organisation in the submission which reinforced the role which everyone has in promoting LGBT equality and not to be a bystander.
G. Engaged with the board to discuss LGBT equality	Our Stonewall WEI result was discussed at our Equality Advisory Group. Nazim Hamid, Board member and Chair, and the Senior Management team were involved in this discussion. Senior Management included Director of HR, Director of National Training Programmes, Director of Corporate Affairs and Director of Careers Information and Guidance.
H. Reviewed and/or approved an LGBT inclusion action plan	Both our Director of HR and Head of HR reviewed and approved our LGBT Inclusion action plan which was developed as a result of the feedback from our participation in the 2019 WEI. Once approved, this action plan was shared with the relevant teams and specific action allocated for maintaining and developing our work for the coming year, in relation to LGBT equality.
I. Attended an external LGBT event, for example Pride	Katie Hutton, Our Director of National Training Programmes, ▆▆▆▆▆▆ our Head of HR, and ▆▆▆▆▆▆▆▆ senior advocate for equality and inclusion, attended Glasgow Pride which helped demonstrate senior management commitment to sexual orientation and trans equality. An article including pictures of senior management at Pride was used to further communicate this strong message to all SDS staff
J. Mentored or coached other senior leaders	At both the SDS Directors Group and Executive Board group, two of our Directors have an additional remit of Equality Champions: Katie

	Hutton, Director of National Training Programmes, is our equality champion in relation to external activity, and Carolyn Anderson, our Director of HR, is our equality champion in relation to SDS as an employer. In these roles both have a responsibility to coach other directors to understand and fully consider the implications, both as an employer and a provider of services, for all protected characteristics including sexual orientation and trans. In addition, they encourage directors to consider opportunities to proactively support equality of opportunity for all, with our corporate goal 4 "increased equality of opportunity for all". Both have responsibility for approving final sign off of all Equality Impact Assessments and this can also involve coaching and providing feedback to other directors.
K. Other	An all colleague communication on the 19th of June 2019, described two new pieces of research, one focussing on LGBT colleagues and the other on LGBT customers. This article included quotes from two directors: Our Director of HR, Carolyn Anderson noted "I think it's important that each of us is open to learning from colleagues around us to better appreciate the challenges those from under-represented groups encounter... disabled, ethnic minority and LGBTI+..." James Russell, Director of Careers, Information, Advice & Guidance said "Our careers service continues to deliver a first class service across Scotland. But we are always learning and getting this insight from our LGBTI+ customers is invaluable... We want to make sure all customers feel valued, respected and treated fairly when they access our support."

Please list the names and job titles of the individuals named above. Please ensure you have strict permission from them for their name to appear in this submission.

	Name	Job title
Person 1	███████	████████
Person 2	Carolyn Anderson	Director of HR
Person 3	Katie Hutton	Director of National Trianing Programmes
Person 4	James Russell	Director of Career Information Advice & Guidance
Person 5	███████	████████

Section 6: Monitoring

Completed 16 Mar 2020

Workplace Equality Index Application

Monitoring: Part 1

Section 6: Monitoring

This section comprises of 7 questions and examines how the organisation monitors its employees. The questions scrutinise data collection methods, analysis and outcomes. This section is worth 11% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

Please ensure that no personally identifiable information is contained in your answers or evidence.

6.1 Does the organisation gather data on employee sexual orientation on diversity monitoring forms and/or systems?

GUIDANCE: If you collect data on multiple systems, you should paste the question/s and options you ask on the majority of the systems. In the text box, explain what proportion of systems the question is used on.

Yes

Copy and paste the question/s you ask and options staff can select:

Sexual Orientation

Which of the following options best describes how you think of yourself? (please tick one)

Heterosexual/Straight ☐
Gay/Lesbian ☐
Bisexual ☐
Other ☐
Prefer not to say ☐

This question is used in all of our systems i.e. employee monitoring at recruitment, surveys etc.

6.2 Does the organisation gather data on whether employees are trans and/or non-binary on diversity monitoring forms and/or systems?

GUIDANCE: If you collect data on multiple systems, you should paste the question/s and options you ask on the majority of the systems. In the text box, explain what proportion of systems the question is used on.

Yes

Copy and paste the question/s you ask and options staff can select:

2. Gender

How would you describe your gender identity?

Man ☐
Woman ☐
In another way ☐
Prefer not to say ☐

Have you ever identified as trans or transgender?

Yes ☐
No ☐
Prefer not to say ☐

This is used on all employee diversity monitoring forms and reflects Stonewall's latest guidance "Getting Equality Monitoring Right".

Monitoring: Part 2

6.3 Does the organisation monitor and analyse from application to appointment the success rate of LGBT applicants?

GUIDANCE: This refers to external appointments to the organisation and comparing applicant diversity forms to new starter diversity forms.

Yes

Upload the most recent data showing analysis of application to appointment by sexual orientation and trans identity:

please be aware only **one** file is allowed per answer

[6.3 ERAR Report](#)

Filename: 6.3 ERAR Report **Size:** 159.7 kB

Describe who the analysis is seen by and action taken:

The document attached is an extract of the 6 month analysis of recruitment covering all protected characteristics, which shows sexual orientation & trans identity of applicants, including a differential analysis of both bisexual and other.

The Equality Team in HR analyse the report findings. This is then shared with HR senior management team and actions agreed. In relation to sexual orientation and transgender we formed an action plan which includes a commitment to attend Glasgow, Edinburgh, Perth, Dundee, Pride Ness, Stornoway, Grampian & Oban Prides to highlight vacancies and SDS as an inclusive employer. It is hoped that such action will help to increase both number of LGBT applicants and increase disclosure rates at recruitment. It was also agreed to highlight our Top 100 employer status and top trans employer status on our recruitment pages to reinforce our status as an LGBT inclusive employer. Some figures may be hidden as per guidance from EHRC so no one can be identified and comply with GDPR.

6.4 Does the organisation monitor and analyse through a HR system, the spread of LGBT people at different pay grades and/or levels?

GUIDANCE: The system of data collection cannot be through an anonymous staff satisfaction survey.

Yes

Upload the most recent data showing analysis of pay levels and grades:

please be aware only **one** file is allowed per answer

[6.4 Grade Analysis](#)

Filename: 6.4 Grade Analysis **Size:** 28.4 kB

Describe who the analysis is seen by and action taken:

The document attached is an extract of the workforce grade analysis covering all protected characteristics, which shows sexual orientation of employees at different grades. We also monitor trans status however from the last report there were under 5 trans employees. The next report is due in March 2020.

The updated figures have emphasised an increase in disclosure of personal information around sexual orientation and gender identity. This was impacted by our recent campaign encouraging employees to "self serve" and update their personal details. Stonewall's "what's it got to do with you" was used during this process. This can still improve, so actions include promoting self service and through both our internal and external comms campaigns both around LGBT and our Stonewall Top 100 employer status, it is expected to see an increase in disclosure.

6.5 When running staff satisfaction surveys, does the organisation break down and analyse the satisfaction of LGBT employees?

GUIDANCE: This can be through collecting diversity data on a staff satisfaction survey.

Yes

Upload the most recent staff satisfaction data:

please be aware only **one** file is allowed per answer

[6.5 Survey Analysis](#)

Filename: 6.5 Survey Analysis **Size:** 27.5 kB

Describe who the analysis is seen by and action taken:

SDS carries out an annual employee satisfaction survey that collects feedback from colleagues on working at SDS. Monitoring information is collected from colleagues on LGB and T status. Where numbers allow, analysis is carried out for each these groups. Currently we breakdown responses for LGB colleagues. Numbers are too small for trans colleagues (less than 10 responses).

This information is shared with HR and Equality colleagues who take the results into account when developing actions to continuously improve the working environment and the development of a culture of dignity and respect. This information is then shared more widely across the organisation to raise awareness.

The most recent survey was carried out in October 2018. A total of 1400 responses were received representing a response rate of 94%. 48 responses were from colleagues who identified as LGB. The table below outlines the responses against some of the key measures in the survey.

To increase the number of responses from LGBT colleagues and other equality groups, colleagues are encouraged to provide their monitoring information. Pre-survey communications explain why this information is collected and why it is important.

In addition to the annual survey, focus groups and one to one interviews were carried out in October 2018 with groups of underrepresented staff including LGBT colleagues. This was in recognition of the fact that although the survey results indicate a high level of satisfaction there may be particular issues facing LGBT staff. The results from this research highlighted the following:

The LGBT allies group were seen as playing a positive role in the organisation in providing support for LGBT colleagues, raising awareness and reflecting SDS's commitment to supporting LGBT colleagues.

"I value that SDS has the LGBT allies initiative and this makes me feel accepted fully within the organisation."

Colleagues were positive about the blogs from LGBT colleagues and highlighted the important role they played in raising LBGT issues in the organisation.

It was highlighted that there could be greater visibility of LGBT colleagues in the organsiation to improve overall diversity.

The results of this research were shared with colleagues across the organisation. The findings are being used to develop equality actions for SDS.

6.6 What proportion of employees have answered the monitoring question asked in 6.1?

Tick one

GUIDANCE: The proportion should **not** include those who prefer not to say and should be from an HR system, not an anonymous staff survey.

80-89%

Upload reports or data demonstrating the declaration rate:

please be aware only **one** file is allowed per answer

[6.6 Mainstreaming Report 2019](#)

Filename: 6.6 Mainstreaming Report 2019 **Size:** 0 Bytes

Provide a brief description of the report you have uploaded:

This is an extract from the SDS Equality & Diversity Mainstreaming Report 2019 which is published on our corporate website and contributes to our compliance with the Equality Act 2010 & Specific Duties Regulations (Scotland) 2012. Overall, 86.2% have disclosed their sexual orientation, an increase of 4.4%, with 10% choosing prefer not to say and only 3.9% who did not respond.

6.7. What proportion of employees have answered the monitoring question asked in 6.2?

Tick one

GUIDANCE: The proportion should **not** include those who prefer not to say and should be from an HR system, not an anonymous staff survey.

80-89%

Upload reports or data demonstrating the declaration rate:

please be aware only **one** file is allowed per answer

[6.7 Mainstreaming Report 2019](#)

Filename: 6.7 Mainstreaming Report 2019 **Size:** 52.0 kB

Provide a brief description of the report you have uploaded:

This is an extract from the SDS Equality & Diversity Mainstreaming Report 2019 which is published on our corporate website and contributes to our compliance with the Equality Act 2010 & Specific Duties Regulations (Scotland) 2012. Figures for those who responded 'Yes' to the trans question, are asterisked to avoid disclosure as figures are below 10. As at 31 March 2019 over 85% had disclosed their gender identity, however, through increased engagement with our self service roll out of our HR management system and further promotion of our Stonewall top 100 employer, Top Scottish Public Sector employer and Top Trans Employer status, we anticipate this figure will increase for next year.

The following question is not scored.

6.8. Do you analyse differences in staff satisfaction levels between different LGBT identities?

No

Describe who the analysis is seen by and what action is taken.

Type here...

Section 7: Procurement

Completed   16 Mar 2020

Workplace Equality Index Application

Procurement: Part 1

Section 7: Procurement

This section comprises of 4 questions and examines how the organisation affects change in its supply chain. The questions scrutinise the steps taken to ensure LGBT inclusive suppliers are procured and held to account. This section is worth 9% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

7.1 Does the organisation train or give guidance to the person/team responsible for procurement around diversity and inclusion outcomes, inclusive of LGBT equality?

GUIDANCE: Examples can include information booklets, programmes or training, but must explicitly mention LGBT equality in relation to procuring services.

Yes

Describe the role or team responsible for procurement:	We have a Procurement team in our Finance & Audit Department consisting of 9 procurement professionals & 2 legal professionals. We also have a dedicated equality team who support the procurement, compliance & monitoring of national training programme contracts.
Describe the diversity and inclusion training or guidance they receive:	Training for the Procurement Team around diversity and inclusion of outcomes, inclusive of LGBT equality was conducted on Tuesday 21 November 2017. The training was delivered by the SDS Equality team. It covered the detail of the Equality Act 2010, highlighting the protected characteristics including sexual orientation and trans, and the "Duty to consider award criteria and conditions in relation to public procurement", included in the Specific Duties (Scotland) Regulation 2012, the purpose of which is to enable public sector bodies to better meet their public sector equality duty. The training also included information on Stonewall WEI in relation to good practice in procurement. A further refresher workshop was conducted on Wednesday 3 October 2018. Two members of the Procurement team along with our E&D Exec met with Procurement colleagues at Glasgow College to share Best Practice from the College on equalities in procurement specifically on LGBT. In addition, a Procurement Manager and Procurement Business Partner attended the Stonewall Workplace Conference in Edinburgh on 23 November 2018.

7.2 Before awarding a contract, does the organisation scrutinise the following in the tender process?

Tick all that apply

GUIDANCE: Although it would be best practice, these criteria do not need to be deciding factors when awarding contracts. They should however still be scrutinised and appropriate action taken if the contract is awarded.

Responses Selected:

A. Whether the potential supplier has a policy which explicitly bans discrimination/bullying and harassment based on sexual orientation or gender identity

B. Whether the potential supplier has equality training which is explicitly inclusive of sexual orientation and gender identity

Describe the options selected below:

A. Describe how the organisation scrutinises the potential suppliers' policies:	Skills Development Scotland conducts a wide array of procurements for goods and services. We undertake a proportionate and pragmatic approach based on value and risk. We adhere to the EU principles of : non-discrimination, fairness, mutual recognition, openness and transparency. SDS have standard Terms and Conditions for the contracts which we enter into. Our Terms and Conditions include Clause 12 as below :
	12. Equal Opportunities
	12.1 You must ensure that in providing the goods and services no person unlawfully receives less favourable treatment on the grounds of any protected characteristics specified in Section 4 of the Equality Act 2010 or is unlawfully discriminated against or disadvantaged by any provision , criterion or practice which you apply which cannot be shown to be objectively justified...... and that those involved in the management of the Contract have at all times received appropriate training on equal opportunities legislation and associated good practice.
	Additionally, within our terms for Foundation and

Modern Apprenticeships suppliers we have included "The Provider shall not unlawfully discriminate within the meaning and scope of any law, enactment, order or regulation relating to discrimination (whether in race, gender, religion, disability, sexual orientation, and other Protected Characteristic (as defined in the Equality Act 2010), or otherwise)"

Also, within our new Recruitment Services Framework we have included as part of our specification, that suppliers are expected to provide as part of the service information on the following:

"Support for SDS's ambitions for a diverse workforce through actively sourcing suitably qualified candidates who are representative of the diversity that exists in Scotland."

B. Describe how the organisation scrutinises potential suppliers' equality training:	SDS have now introduced evaluation and award criteria into all of our Apprenticeship programmes following on from the inclusion in Foundation Apprenticeships and Modern Apprenticeships and into Graduate Apprenticeships programme– "Whether the potential supplier has equality training which is explicitly inclusive of sexual orientation and gender identity". SDS conducts scrutiny and diligence – through tenders being evaluated. Specific examples are requested from suppliers to ensure diligence on sexual orientation and gender identity. The Advancing Equalities question has now been weighted within our tender evaluation with specific reference to sexual orientation and gender identity. "Your response should include : • How to ensure staff understand their role in eliminating discrimination in relation to Race, Religion & Belief, Gender Identity, Sexual Orientation….

7.3 Once a contract is awarded, how does the organisation hold the supplier to account?

Tick all that apply

GUIDANCE: The slot in supplier monitoring meetings does not have to be specifically for LGBT related issues, but should be inclusive of them.

Responses Selected:

A. Include a broad diversity and inclusion slot in contract monitoring meetings inclusive of LGBT issues

B. Monitor and analyse LGBT related feedback on supplier

Describe the options selected below:

| A. Describe how D&I outcomes are included within contract monitoring meetings: | As part of our monitoring of National Training Programme contracts, suppliers are held to account after the award of the contract through our quality assurance framework. Our Skills Investment Advisers undertake contract monitoring of equality broadly in relation to measuring providers against our quality framework inclusive of LGBT. All of our NTP learning providers receive an annual report which sets out their performance including those relating to equality outcomes. They are also reviewed on their progress in relation to equality actions in their annual quality action plans which are a requirement of the NTP quality framework arrangements for all learning providers. We also formally review a proportion of learning providers in relation to our quality framework on a risk basis and score providers using EFQM RADAR methodology scoring. In formal reviews we award an equality RAG rating which is a measure of how well equality outcomes, including these for LBGT+ groups, are embedded across their performance in relation to the framework quality indicators. Provider quality reports, including the equality RAG ratings of all formally reviewed providers are |

	published annually in arrears. This allows employers and individuals to use equality performance and intelligence when choosing a learning provider.
	As good practice, SDS has also included equalities discussions as part of the contract monitoring meeting in our newer programmes for Foundation and Graduate Apprenticeships as well as our new Recruitment Services Framework. A mix of monthly and quarterly contract monitoring meetings take place and as an example we have included in our contract management plan, inception meeting and contract management meeting agendas slots to discuss and highlight areas for continuous improvement, including on the equality outcomes in relation to LGBT+.
B. Describe how the organisation monitors and analyses feedback around suppliers from LGBT people:	Any LGBT related feedback around suppliers would be picked up by our contract managers (Skills Investment Advisers) through regular contract management meetings with individuals participating in the contacted Modern Apprenticeship training. As a point of good practice we have also included this for the Foundation and Graduate Apprenticeship programmes via their Delivery Executives. Any issues or feedback from LGBT people, or others from protected groups, have in relation to our suppliers, would be monitored and further action identified. Feedback around suppliers from LGBT people is also captured via our Apprenticeship.scot website, which provides this opportunity.(for all Apprenticeship programmes)

Any feedback from LGBT and other equality groups will be monitored for our Recruitment Services Framework via inception and contract management meetings with a standing agenda item and completion of a balanced scorecard, which will be monitored by our Recruitment team in consultation with our Equality and Diversity team highlighting areas of improvements and good practice. |

7.4 In the past year, how has the organisation engaged or collaborated with its suppliers? Tick all that apply.

Tick all that apply

GUIDANCE: Joint LGBT diversity and inclusion training can also include sharing training with your suppliers.

Responses Selected:

A. Joint LGBT diversity and inclusion training
B. Invite suppliers' employees to take part in LGBT employee network group events
D. Share best practice and policy around LGBT inclusion

Describe the options selected below. Please include specific dates or time periods.

A. Describe the joint training:	In March 2019, we held an event for our contracted training providers (the suppliers we fund to deliver Apprenticeships to customers). The purpose of the event was to share good practice in attracting and retaining a diverse range of customers on the apprenticeship programme. The events showcased individual training providers' examples of good practice but also included workshops from equality organisations to share their expertise with this audience. One of the workshops was run by Stonewall Scotland and focused on creating an LGBT inclusive culture. This was delivered to approx. 50 attendees. This year, we also continued to share access to our "Academy" which enables the contractors, Mitie, based within our organisation to have access to the same LGBT diversity & inclusion training as our own staff. This includes access to our Stonewall & Scottish Trans Alliance Webinars. This will help ensure our contractors have the same level of competence and confidence as our staff in relation to providing LGBT inclusive services.

B. Describe the invitation to suppliers' employees to take part in network group activity:	All contractors based within the organisation have been invited to join our LGBTI+ Allies Group and are subsequently included in all network group activity.
D. Describe how you share best practice with suppliers:	SDS developed best practice in recruitment guides for employers generally, and training providers who are all suppliers in relation to our national training programmes. These guides are published on our employer websites including Apprenticeships.scot. An extract from the guide is copied below: A note on transgender candidates -Apply the same good recruitment practice as you would during any other interview – and do not discriminate based on someone's gender identity. -It is best not to assume someone's gender simply by their appearance. Do not press a candidate to disclose, if they are transgender as they may not wish to reveal this information. -Maintain a candidate's confidentiality. The gender identity of a candidate is no one's business within your organisation. It is unlawful to disclose someone's transgender status to other people without their express consent. -Remember that a person's gender identity doesn't affect their ability to do the job. Focus on their skills and abilities and don't ask questions you wouldn't direct at other candidates. Tips from the trans community • Use the name the candidate has provided on their application form or in emails – even if this is different to the one used on official documents. • Some applicants might wait until the interview stage to tell you they are transgender and go by a certain name. • If you're not sure what pronoun to use, ask rather than guess, eg "What are your correct pronouns?" If you slip up, apologise and move on. • Candidates may advise recruiters that it is their intention to transition. If so, you can thank them for being open, offer support for the individual and remain focused on how their skills match the job.

We have monitored and evaluated the uptake and use of these guides through an analysis of website traffic. To date over 1,316 guides have been downloaded by employers and training providers who are our suppliers in relation to delivering our national training programmes. As a result of training providers accessing these guides, their processes will better reflect best practice in relation to inclusive recruitment, including understanding the issues and barriers faced by LGBT applicants.

Section 8: Community Engagement

Completed   16 Mar 2020

Workplace Equality Index Application

Community Engagement: Part 1

Section 8: Community Engagement

This section comprises of 4 questions and examines the outreach activity of the organisation. The questions scrutinise how the organisation demonstrates its commitment to the wider community and the positive impact it has. This section is worth 10% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

8.1 In the past year, has the organisation utilised its social media accounts and online presence to demonstrate its commitment to LGBT equality?

GUIDANCE: The social media accounts here should be the ones with the widest reach. This question examines how you demonstrate to the largest possible audience that your organisation is committed to LGBT equality.

Please upload evidence of two seperate social media posts. The two social media posts uploaded (for example tweets), should be across a year and not concentrated on one event. The evidence can be an LGBT employee network group being re-posted by an account with bigger reach.

Yes

Describe the activity:

Twitter Post celebrating our place in the Stonewall Workplace Equality Index Top 100 Employers, where we were ranked 18th, at the Stonewall award ceremony in London. This highlighted and promoted SDS's commitment to LGBT equality. Our Twitter account has over 27,000 followers.

The second upload is also from our Twitter account which promoted our involvement in celebrating Purple Friday, using it as an opportunity to raise funds for LGBT Youth Scotland.

Upload a screenshot of social media activity:

Twitter Post 24.01.19 Stonewall TOP100 event

Filename: Twitter Post 24.01.19 Stonewall TOP100 event **Size:** 3.8 MB

Upload a screenshot of social media activity:

[purple friday tweet](#)

Filename: purple friday tweet **Size:** 156.1 kB

Provide the date of the activity:

24 Jan 2019

Provide the date of the activity:

22 Feb 2019

8.2 Which of the following outreach activities has the organisation taken part in the last year? Tick all that apply.

Tick all that apply

GUIDANCE: Sponsored or supported can include in-kind gifts and donations, for example providing a meeting room for a group, and doesn't have to be directly financial (i.e. giving money). The support of a campaign to tackle homophobia, biphobia and transphobia needs to be externally facing and not an internal awareness raising event.

Responses Selected:

A. Sponsored or supported LGB community group/s

B. Sponsored or supported trans community group/s

C. Sponsored or supported LGB community event/s

E. Supported campaign/s to tackle hate crime or homophobic, biphobic and transphobic bullying

Describe each option selected. Please include specific

dates or time periods.

A. Sponsored or supported LGB community group/s	In Dundee we supported the LGBT Youth Scotland Spectrum group by delivering a free interview skills session to improve young peoples employability skills, in March 2019. In Stranraer, SDS supported LGBT Youth Scotland by offering up access to our confidential meeting space, at no cost within our premises to allow them to meet up with and support LGBT clients between January and March 2019.
B. Sponsored or supported trans community group/s	Engaged with 'LGBT Health and Wellbeing', a unique community initiative that promotes the health, wellbeing and equality of lesbian, gay, bisexual and transgender (LGBT) people in Scotland, to present a session for their "Glasgow Transgender Support Programme" group. We delivered a free training session which comprised of an employability workshop focusing on accessing, volunteering or employment opportunities in the 3rd sector, to help develop better career management skills for trans people, including non binary.
C. Sponsored or supported LGB community event/s	Purple Friday was celebrated by our Edinburgh, Glasgow, East Lothian, Midlothian, South Lanarkshire, Stirling & West Dunbartonshire teams through a range of activities including wearing purple clothing, and a fundraising event, which included selling Catalyst badges to raise money for LGBT Youth Scotland.
E. Supported campaign/s to tackle hate crime or homophobic, biphobic and transphobic bullying	SDS supported IDAHOBIT again this year (May 2019) through an engaging 'fun with flags' activity in the staff room in our Edinburgh Centre, plus a small interactive element on Yammer; celebrating all identities in LGBTI+ community and a BBC article on the rise of transgender hate crime in Britain. Articles where also posted on the forum highlighting challenges and discrimination faced by LGBTI+ people around the globe. Additionally, in Edinburgh, one of our work coaches

delivered a session externally about homophobic language and bullying to a group of young people on activity agreements at a community hub. Activity Agreements are for those young people whose immediate and future learning and skills needs have been assessed and it has been recognised that without this first step engagement and support, they would not make a successful transition toward and into further learning or training and ultimately employment. She also covered everyday ways to be an ally to the LGBTI community. This session was arranged in response to homophobic language being used by the young people.

Community Engagement: Part 2

8.3 In the past year, have you collaborated with other organisations in your region or sector on an initiative to promote LGBT equality in the wider community?

GUIDANCE: The initiative can be a one-off or on-going project.

Yes

Complete the following. Please include specific dates or time periods.

Name the organisation/s you collaborated with:	Tarbert Academy
Describe the collaboration or initiative:	The team in the Argyll & Bute centre has signed up to be a co-chair of our LGBTI+ Allies Network and is committed to promoting LGBT inclusion. The team leader and a careers adviser supported and took part in a Pride march which was coordinated by S3 pupils at Tarbert Academy on 21 June 2019. The event was to highlight that they are an inclusive school which celebrates and cares for everyone. It was promoted on the school's and SDS's local Facebook page
Describe the impact of the collaboration or initiative:	Joining the pupils at Tarbert Academy for their first, self-organised, Pride event was very positive and inspirational. Skills Development Scotland's local team were represented by the Careers Adviser that supports the school and their Team Leader. It was an ideal opportunity to show SDS's commitment to LGBT equality and made a clear statement about our approachability for everyone in the community, particularly given the specific challenges faced by LGBT people in rural locations.

8.4 Has your organisation done any further work in the past year to promote LGBT equality in the wider community?

GUIDANCE: Activity here should be additional to anything already mentioned in the submission. Please include specific dates or time periods.

Yes

Describe the activity and impact:

SDS took part in the inaugural Oban Pride on 18th May 2019. As well as marching, SDS exhibited a stall which actively promoted LGBT equality to the wider Oban community and highlighting our services as fully LGBT inclusive. This is was reinforced through distributing a range of rainbow themed freebies such as SDS rainbow "Committed to equality, valuing diversity" stickers. LGBT equality was further promoted through the use of the SDS banner which incorporates SDS's equality logo which states "Committed to equality, valuing diversity" on a rainbow, tartan background. Having the national skills agency for Scotland promoting an LGBT inclusion sends a positive message to the wider community about the importance of recognising and supporting the LGBT community.

In addition, one of our Team Leaders also represented SDS at the Argyll & Bute Council Education Department's LGBTQ+ group meeting in June and contributed to discussion and planning of a LGBTQ+ training day for teachers in September including SDS's input, plans for a Purple Friday school event during LGBT History Month in February 2020 and review of young people's feedback on Oban's inaugural Pride event. She was also invited to attend a focus group considering a recent review of Personal and Social Education within Argyll & Bute. This included discussion of feedback gathered from school staff and pupils and learning about new learning goals to cover LGBTI+ and Relationship, Sexual Health and Parenthood.

"Shetland LGBTQ" is Shetland's first independent local community group to help and support both lesbian gay bi and trans individuals. Founding member ▮▮▮▮▮▮▮▮ worked with the SDS Shetland team to raise awareness and understanding issues facing the rural island LGBT+ community. It also provided a forum to discuss and agree opportunities for collaborative working and promote LGBT equality in the wider island community.

Another example of how SDS has promoted LGBT equality in the wider community is through the sharing of good practice in relation to the Stonewall WEI. SDS met with and shared information with Scottish Government, Police Scotland, Scottish Fire and Rescue, Queens Cross Housing Association, Glasgow Disability Alliance and the Clydesdale Bank.

8.5 In the past year, has the organisation utilised its social media accounts to demonstrate its commitment to bi and trans equality?

GUIDANCE: The social media accounts here should be the ones with the widest reach. This question examines how you demonstrate to the largest possible audience that your organisation is committed to LGBT equality. The evidence can be an LGBT employee network group being re-posted by an account with bigger reach.

Responses Selected:

Bi equality
Trans equality

A. Upload a screenshot of social media activity:

8.5

Filename: 8.5 Size: 451.1 kB

B. Upload a screenshot of social media activity:

8.5

Filename: 8.5 Size: 451.1 kB

Provide the date of the activity:

25 Jan 2019

Provide the date of the activity:

25 Jan 2019

Workplace Equality Index Application

Routing question Section 9

Section 9: Clients, Customers and Service Users

This section comprises of between 3-5 questions and examines how the organisation engages with clients, customers, services users or partners. This section is worth 8.5% of your total score.

In order to begin this section, choose which sector best describes the organisation below.

Please choose the option that best describes your organisation:

A. Public or third sector with service users

Clients, Customers and Service Users: PS SU P1

Public or third sector with service users

9A.1 In the past 3 years, has the organisation examined the service user journey to ensure there are no barriers to access for LGBT people?

GUIDANCE: This should be a formal mapping process of the touch points of the service user and the service.

Yes

Describe the process by which you examined the service user journey. Please include specific dates or time periods.

Last year, we reviewed an LGBT customer's journey through our CIAG services. In 2019, we have been developing a CIAG Equality Action Plan to identify any further activity required to ensure there are no barriers to access for customers from equality groups, including LGBTI+ customers. In the development of this plan we reviewed the available evidence for LGBTI+ individuals, this included secondary evidence and our own SDS evidence about our CIAG services. Using this evidence, e.g. the satisfaction of our LGBT customers and comments made about our services, we drafted actions.

We consulted on our actions by carrying out workshops with partners, during which we considered intersectionality and asked all partners about each equality factor, including LGBTI+. We also circulated the draft plan to our Equality Advisory Group, which includes Stonewall. In addition, we benefited from input from our new Senior Advocate for Equality & Diversity who joined us recently from LGBT Youth Scotland. The plan considers sexual orientation and transgender separately and have specific actions under each of these, in addition to actions which will be taken for all equality groups.

Describe the outcome and impact. Please include specific dates or time periods.

The actions in the plan will continue to build on previous work to remove barriers to access in our customer journey through our CIAG services:

- We will further build the capacity of our staff by developing a section on our intranet with the information they need to support LGBT customers, particularly around respectful terminology which will be kept up to date. This will be accompanied by training materials to use individually and in groups to further learning

- Work has continued on ensuring stronger representation of our commitment to valuing diversity across our marketing and promotion of services. SDS's representation at Pride events increased this year, and we will be looking to engage with more community groups across Scotland to promote our services as welcoming to LGBT customers

- We continue to consider how we present ourselves and use visual signs that we are a safe and welcoming organisation for LGBT customers, through celebration of campaigns, wearing rainbow lanyards and using inclusive space/rainbow posters

- We have a clear process for changing customer records for trans customers and those who are gender neutral. We will be ensuring that this process is communicated to all staff and outlined within our new intranet section

- In addition to our group sessions and one to one engagements, our careers advisors deliver inputs to LGBT student groups in schools, to ensure that young people can access our service in an established safe space and can ask questions or voice concerns relating to being LGBT and their future careers

- Feedback from our LGBT customers will continue to be captured and used to inform improvements in our service. In line with our plan, we will look to separate this information into sexual orientation and transgender going forward and will work with colleagues to plan any improvement actions required

9A.2 Does the organisation collect LGBT monitoring information for service users to allow for the following analysis? Tick all that apply.

Tick all that apply

GUIDANCE: You should demonstrate how you collect the data and how it is analysed.

Responses Selected:

A. Assess whether LGBT people are accessing your services

B. Assess the satisfaction of your LGBT service users in comparison to other groups

Describe the options selected:

A. Assess whether LGBT people are accessing your services:	Sexual orientation and gender identity monitoring for service users is collected for all our National Training Programmes including modern apprenticeships and other employability programmes. SOGI monitoring information is not collected for young people in schools as this is provided to SDS by schools who have the responsibility of collecting it. New customers to our post-school services are asked to complete a form for their contact details. This form has been updated to reflect gender identity, with an 'other / prefer to self-define' option added. After reviewing the findings of our qualitative research with LGBT customers on adding a question for sexual orientation to this form, an action identified in our CIAG Equality Action Plan is to work with partners, including Stonewall, to determine how we capture LGBT data in our customer information forms.
B. Assess the satisfaction of your LGBT service users in comparison to other groups:	We can assess and compare the satisfaction of LGBT service users through our customer surveys. The Senior Phase Survey (814 LGBT responses, 56 of whom were trans, and 3545 non LGBT responses, in 2018) measures the satisfaction of school pupils aged 16+ with our careers services. The My World of Work user survey (1780 responses, 187 LGBT responses in 2017, 28 of whom were trans) measures satisfaction with our online careers service. For both surveys, large sample sizes mean we can compare responses for LGBT service users. Results from the most recent surveys show that levels of satisfaction compare well to other groups. Key results are uploaded for the Senior Phase Survey and the My WoW survey. An action in our CIAG Equality Action Plan is to consider if we have a large enough sample size to analyse sexual orientation and transgender separately.

Upload analysis reports for option A:

please be aware only **one** file is allowed per answer

9.2 A

Filename: 9.2 A **Size:** 53.4 kB

Upload analysis reports for option B:

please be aware only **one** file is allowed per answer

9.2 B Senior Phase Survey

Filename: 9.2 B Senior Phase Survey **Size:** 265.6 kB

Clients, Customers and Service Users: PS SU P2

9A.3 Has the organisation consulted with LGBT service users in the past 3 years to tailor the services to their needs?

GUIDANCE: The consultation should have involved all LGBT identities.

Yes

Complete the following. Please include specific dates or time periods.

A. Describe the consultation process:	LGBT+ services users were consulted about whether our services are meeting their needs. This work was carried out in co-operation with LGBT Youth Scotland. A focus group and one to one interviews were carried out with LGBT+ young people age 16 to 25 in October 2018. The main aims of the research were to: • Understand what LGBT+ customers think about SDS services and if they are perceived as welcoming for LBGT+ young people. • Understand LGBT+ customers attitudes to careers and career choice. • Understand more about LBGT+ customers experience of work
B. Describe the outcome and how services were tailored to the needs of LGBT people:	Feedback from LGBT customers is currently being used to inform the development of our CIAG equality action plan. The findings from this research are being used to identify service improvements for LBGT customers. In addition, in Quarter 1 of this year, a Careers Adviser in Fife attended an LGBTI+ group at secondary school and led a discussion with pupils about their career plans and perceptions of support for LGBTI+ individuals in FE, HE and the workplace. This allowed her to tailor her support to address the concerns of the young people and she took along the Stonewall careers book to help address them and made reference to supportive FE, HE and employers

9A.4 What percentage of frontline employees have been trained on reducing bias and discrimination towards LGBT service users?

Select the completion rate for the training

GUIDANCE: The training should reach as many frontline employees as possible. Training content should explicitly mention examples of discrimination and bias towards LGBT service users. Content should also include the steps frontline employees can take in eliminating this discrimination and bias. Examples of content you could upload are case studies, e-learning screenshots or powerpoint presentations.

A. 76 - 100 per cent

Describe how you estimate completion rates:

SDS hosted a webinar ran by the Scottish Trans Alliance which was recorded and was subsequently made available to all staff through our staff intranet. This has since been further developed into an online training module. As a result this is a more interactive resource and covers reducing bias and discrimination towards LGBT service users. It was previously delivered as a face to face training session to our Equality Champions, one from every local authority in Scotland. Equality Champions then delivered the session to their respective teams during team time. It is planned that in 2019/20 this training module will become mandatory for all of our CIAG frontline staff.

Additionally, training for frontline employees on reducing bias and discrimination towards LGBT service users is covered in a mandatory 'Equality and Diversity Essentials' module.

We also have a Stonewall webinar which covers reducing bias and discrimination towards LGBT service users which is available to all staff.

At least 76%-100% of staff will have completed at least 1 of the above training modules.

Describe the format of the training and the content you have uploaded:

The first uploaded document contains extracts from our Stonewall Webinar. This includes examples of LGBT discrimination and bias toward LGBT service users specifically in schools for our careers advisers. An example of this included bias and discrimination in career choices for hairdressing and engineering. The webinar also detailed steps that careers staff should take to help eliminate discrimination and bias toward LGBT service users. This included offering confidential support, challenging inappropriate behaviour and being a visible ally.

The second uploaded document contains extracts from our Scottish Trans Alliance webinar which detailed examples of trans discrimination and bias toward trans service users and how to help eliminate bias and discrimination. An example trans discrimination in the recruitment process is highlighted in the webinar as well as specific steps careers advisers can take to support transgender customers.

Upload training content:

please be aware only **one** file is allowed per answer

[9.4 A Extracts from Stonewall all employee webinar](#)

Filename: 9.4 A Extracts from Stonewall all employee webinar **Size:** 637.2 kB

Upload training content:

please be aware only **one** file is allowed per answer

[9.4 B Extracts from Scottish Trans Alliance all employee webinar](#)

Filename: 9.4 B Extracts from Scottish Trans Alliance all employee webinar **Size:** 2.0 MB

9A.5 In the past year, has the organisation communicated or promoted its services as being explicitly LGBT inclusive?

GUIDANCE: The communication can be digital or physical.

Yes

Describe the reach of the communication. Please include specific dates or time periods.

National CIAG Team attended the inaugural Pride Prom on 6th October 2018 as one of around 10 organisations, to promote CIAG services to young LGBTI+ people and to capture feedback from them on how we can ensure that we are welcoming to the LGBTI+ community. This has been extended to cover more areas this year and we have been invited to take part again this year as a result of our commitment to the first event. We will be looking to take part in all Proms taking place.

Various Local Authority Teams: promoted CIAG services as being LGBT inclusive to communities through attending Pride celebrations, with banner at march and stalls – inaugural Pride in Oban (18/5/19), Stornoway (21/7/2019), Grampian (25/5/19), Edinburgh (22/6/19), Proudness (6/10/2018 and 21/7/19), Perthshire (10/08/2019), Dundee (22/09/2018) and Glasgow (17/8/19).

Colleagues have also used our local Facebook pages to promote Pride celebrations and SDS's commitment to supporting them, e.g. colleagues shared a post from Inverness's Pride on SDS Forth Valley Facebook page.

Upload an example communication:

please be aware only **one** file is allowed per answer

[9.5 Glasgow Pride 2018 Facebook, Twitter & Instagram posts](#)

Filename: 9.5 Glasgow Pride 2018 Facebook, Twitter & Instagram posts **Size:** 2.5 MB

Section 10: Additional Work

Completed   16 Mar 2020

Workplace Equality Index Application

Section 10: Additional work

This section is your opportunity to tell us about any additional work the organisation has carried out over the past year. This section is worth 1% of your total score.

10.1 Has the organisation done any further work in the past year to improve the working environment for LGBT staff?

GUIDANCE: The activity detailed here should **not** have been mentioned anywhere else in the submission. The activity should relate to the UK, rather than global operations; please see the Global Equality Index to showcase global work.

Yes

Describe the activity and impact. Please include specific dates or time periods.

SDS celebrated Transgender Awareness Week in November 2018. This was used as an opportunity to relaunch our Trans Awareness module on our internal learning management system, as well as promoting our LGBTI+ and allies network group, and supporting social media campaign. This is another example of activity to improve the working environment of LGBT staff through the ongoing development of a culture of dignity and respect.

In addition, we recorded a video of our Director of HR, Carolyn Anderson, promoting the importance of SDS being and LGBT inclusive employer. The video can be accessed here:
https://www.youtube.com/watch?edufilter=NULL&v=ciL6Wod6eVY

This was shared with all staff (and also externally via social media) and included a message saying 'Thank you for helping everyone be their authentic self at SDS". This 1 minute video from a senior leader in the organisation helped reinforce SDS's commitment to LGBT inclusion, ensuring LGBT colleagues could be themselves, and therefore, improving the working environment for LGBT staff.

Katie Hutton, our Director of National Training Programmes also attended the Stonewall Scotland Empowerment Week - Allies Programme for Senior Leaders on September 5th 2019. This sends a strong message of organisational commitment and senior leader buy in to LGBT equality. This further contributes to a positive working environment for LGBT staff, where everyone can be themselves.

Staff Feedback Survey

Has your organisation circulated the Staff Feedback Survey?

The Staff Feedback Survey is worth 10% of points in the Workplace Equality Index.

The survey can be found at **www.stonewall.org.uk/index-survey-2020** and closes on Friday 1 November.

Your colleagues will need your organisation's 4-digit code in order to access the survey. If you do not have this code, contact memberships@stonewall.org.uk.

Optional Awards

Individual awards

The following awards will be given to outstanding individuals, network groups and organisations who have contributed significantly to LGBT equality, both within their workplace and the wider community.

The nominations are longlisted by the Membership Programmes team and then shortlisted and awarded by an internal Stonewall panel.

Award winners are profiled in Stonewall's Top 100 Employers publication.

You can still be named as an award winner if your organisation does not reach the Top 100 list.

For individual awards, please ensure you have the person's permission to share their details before completing and submitting the nominations.

Role Models of the Year

If you would like to nominate an individual(s) for one or more of the role model awards, please select from the below options and tell us about the great work they've done over the past year.

Guidance: You should tell us how the individuals have contributed significantly to LGBT equality in both your workplace and the wider community.

Please note that we use the below terms as umbrella terms for many different identities (See the [Stonewall glossary](#)).

You should ensure the nominated individual is comfortable being identified with the specific term selected. For example, if someone is pansexual, making sure they're comfortable receiving the award and being profiled as Bi Role Model of the Year.

We will work with them to explore their identity fully within their profile in the Top 100 Employers publication.

No Responses Selected

Ally of the Year

If you would like to nominate an individual for the ally award, please tell us about the great work they've done over the past year.

Guidance: You should tell us how the individual has contributed significantly to LGBT equality in both your workplace and the wider community.

Please note this category can also include allies within the LGBT community. For example, a lesbian women who has shown fantastic allyship to the trans community.

(No response)

Senior Champion of the Year

If you would like to nominate an individual for the senior champion award, please tell us about the great work they've done over the past year.

Guidance: You should tell us how the individual has contributed significantly to LGBT equality in both your workplace and the wider community.

Please note the senior champion does not need to identify as LGBT.

(No response)

Employee Network Group of the Year

If you would like to nominate your organisation's network group, please tell us about the great work it's carried out over the past year.

Guidance: You should tell us how the network group has contributed significantly to LGBT equality in both your workplace and the wider community.

Please note you may reference work which has already been documented in the LGBT Employee Network Group section.

(No response)

Bi-Inclusive Workplace of the Year

If you would like to nominate your workplace for the Bi-Inclusive Workplace of the Year award, please tell us about the great work you've done over the past year.

Guidance: This is an opportunity to demonstrate that your organisation is leading the way as a bi-inclusive workplace.

Please note you may reference work which has already been documented.

(No response)

Logo

Incomplete