

Application: Skills Development Scotland


Workplace Equality Index

Summary

ID: WEI22-5171082085

Last submitted: 1 Oct 2021 04:05 PM (BST)

Data protection and privacy statement

Completed - 19 Aug 2021

Form for "Data protection and privacy statement"

This is my form.

Before starting your Workplace Equality Index submission, please read the following very carefully.

It sets out how Stonewall will use the information you submit.

Please note that we have updated our privacy policy. We now ask, wherever possible, that you redact personal data from your evidence.

Data protection and privacy statement

This privacy statement sets out how Stonewall uses and protects any information that you give Stonewall when you use this website.

Stonewall is committed to ensuring that your privacy is protected. Should we ask you to provide certain information by which you can be identified when using this website, then you can be assured that it will only be used in accordance with this privacy statement.

Stonewall may change this statement from time to time by updating this page. You should

check this page from time to time to ensure that you are happy with any changes. This statement is effective from 15/06/2021.

Stonewell agree to comply the with any applicable legislation relating to data protection or privacy of individuals, the “Regulation” (which means Regulation (EU) 2016/679 of the European Parliament and the Council (“General Data Protection Regulation”) and its national implementing laws, as well as any applicable laws or regulations on cyber security (“Data Protection Laws”).

Data controller and processors

Stonewall Equality Ltd acts as Data Controller for all data processed for the Workplace Equality Index, Global Workplace Equality Index, Schools and College Awards and CYPs Awards. We use SMAApply as a third-party data processor for the purposes of secure storage and have appropriate contracts and procurement checks in place to ensure they both comply with our terms set as Controller as well as all relevant data protection laws.

What we ask you to submit

Whilst registering and completing a submission, we may ask you to submit the following information:

- Names and job titles of submitters and collaborators
- Contact information including email address of submitters and collaborators
- Information about your organisation, such as postcodes and sector
- Information and files as supporting evidence for submissions such as:
 - Policies
 - Communications
 - Screenshots of intranet posts
 - Descriptions of processes and ways of working
 - Examples of training
 - Case studies
 - Schools/Colleges only: photographs (see additional information below)
 - Schools/Colleges only: screenshots of school procedures/systems, e.g. SIMS
 - Schools/Colleges only: minutes/agendas from Governing Body meetings

Our lawful basis for processing the names, job titles, and contact information of submitters and collaborators is contractual.

Please note that whilst completing your submission you may be asked to provide pieces of evidence that reference individuals, such as personal profiles. Wherever possible you should redact personal data from this evidence, for example by covering names and photographs. If you do need to share personal details (for example for an individual award nomination), it is your responsibility to ensure you have the permission of the individual to share this information with Stonewall. We are relying on third party consent to process this data, so it is imperative that you receive explicit permission. Schools and Colleges should never submit details that can identify individual children.

What we do with the information you submit

Stonewall may use the information you submit for the following purposes related to the Workplace Equality Index and to further LGBT equality and inclusion in the workplace:

- Stonewall will use the information you submit to review, score and rank your organisation in comparison to other entrants.
- The information supplied is confidential between Stonewall and the applicant/organisation.
- Any ranks outside of the Top 100 will remain confidential between Stonewall and the applicant/organisation.
- Any scoring or comments made on the submission is confidential between Stonewall and the applicant/organisation, except for purposes outlined below.
- Aggregated scores, information and data may be used to identify national, regional and sector trends and patterns of work. This information may be published in Stonewall resources or publications. Where individual organisations or individuals are named, permission to do so will be sought.
- Individual practice, where deemed good practice by Stonewall, may be shared with other organisations either directly through Stonewall Account Managers, or within resources produced by Stonewall. Before any practice is shared, permission will be sought from the organisation in question.
- Demographic data about your organisation, for example number of employees, will be used for internal record keeping, aggregated analysis that may be published, and to improve our offers and services.

Stonewall may use the information you submit for the following purposes related to the School and College Champion Awards and to further LGBT equality and inclusion in schools and colleges:

- Stonewall will use the information you submit to review your school or college against the criteria for the School or College Award for which you are applying.
- The information supplied is confidential between Stonewall and the school or college.
- Any scoring or comments made on the submission are confidential between Stonewall and the school or college, except for purposes outlined below:
 - Individual practice, where deemed good practice by Stonewall, may be shared with other schools or colleges either directly by the Stonewall Education Team, or within resources produced by Stonewall. Before any practice is shared, permission will be sought from the school or college in question.
 - Demographic data about your school or college, for example whether you are a primary or secondary school, will be used for internal record keeping and to improve our offers and services.

Stonewall may use the information you submit for the following purposes related to the CYPs Award and to further LGBT equality and inclusion:

- Stonewall will use the information you submit to review, score and rank your organisation in comparison to other entrants
- The information supplied is confidential between Stonewall and the applicant/organisation.
- Any scoring or comments made on the submission is confidential between Stonewall and the applicant/organisation, except for purposes outlined below.
- Information and data may be used to identify national and regional patterns of work. This information may be published in Stonewall resources. Where individual organisations or individuals are named, permission to do so will be sought
- Individual practice, where deemed good practice by Stonewall, may be shared with other organisations either directly through Stonewall Account Managers, or within resources produced by Stonewall. Before any practice is shared, permission will be sought from the organisation in question
- Demographic data about your organisation will be used for internal record keeping and to improve our offers and services

We are committed to ensuring that your information is secure. In order to prevent

unauthorised access or disclosure, we have put in place suitable physical, electronic and managerial procedures to safeguard and secure the information we collect online.

Data retention and access

For the Workplace Equality Index and Global Workplace Equality Index, we will endeavour to hold and provide access to your submissions on Stonewall Submit for four years after the submission deadline. However, it is your responsibility to retain an internal copy of your submission. After 4 years, your submission will be deleted from our systems.

For Education and Youth awards, we will delete your submission from our systems once your result has been returned to you. It is your responsibility to retain an internal copy of your submission.

When individuals change roles or leave an organisation, we will transfer submission access to verified new contacts at the organisation.

Links to other websites

Our website may contain links to other websites of interest. However, once you have used these links to leave our site, you should note that we do not have any control over that other website. Therefore, we cannot be responsible for the protection and privacy of any information which you provide whilst visiting such sites and such sites are not governed by this privacy statement. You should exercise caution and look at the privacy statement applicable to the website in question.

Controlling your personal and organisational information

We will not sell, distribute or lease your personal information to third parties unless we have your permission or are required by law to do so.

You may request details of personal information which we hold about you under the Data Protection Laws. Please visit our wider Privacy Policy under 'Your Rights' to see how to do this.

If you believe that any information we are holding on you is incorrect or incomplete, please write to or email us as soon as possible, at the above address or:

- memberships@stonewall.org.uk for queries related to the Workplace Equality Index or Global Workplace Equality Index
- education@stonewall.org.uk for queries related to School Champion Awards and College Champion Awards
- cyps@stonewall.org.uk for queries related to CYPs Champion Awards

We will promptly correct any information found to be incorrect.

Survey Monkey Apply data protection and privacy

This site has been built and is managed using Survey Monkey Apply, an online application system.

You can find the Survey Monkey Apply privacy statement [here](#).

You can find the Survey Monkey Apply security statement [here](#).

Stonewall privacy policy

You can find the main Stonewall privacy policy [here](#).

Please tick here to show us you've read and understood the Stonewall data protection and privacy policy.

I've read and understood the data protection and privacy policy

About your organisation

Completed - 19 Aug 2021

Form for "About your organisation"

This is my form.

Organisation name

Please note: this is the name that will be used in the Top 100 Employers report and associated publications if your organisation receives an award.

Skills Development Scotland

Which of the following best describes your sector type?

Public

Which sector best fits your organisation?

Government & Regulators

Which part of the UK is your organisation headquartered in?

Scotland: Glasgow

What is the postcode of your organisation's UK headquarters?

G2 1DY

Which of the following parts of the UK does your organisation have offices, premises or branches in?

Responses Selected:

Scotland: Central Scotland
Scotland: Glasgow
Scotland: Highlands and Islands
Scotland: Lothian
Scotland: Mid Scotland and Fife
Scotland: North East Scotland
Scotland: South Scotland
Scotland: West Scotland

How many employees does your organisation have in the UK?

1660

Does your organisation have apprenticeships in the UK?

Yes

How many apprentices does your organisation have in the UK?

32

Does your organisation have volunteers in the UK?

No

Section 1: Policies and benefits

Form for "Section 1: Policies and benefits"

This is my form.

Section 1: Policies and benefits

This section examines the policies and benefits the organisation has in place to support LGBT staff. The questions scrutinise the policy feedback process, policy content and provision of specific support.

1.1 Does the organisation have a process to ensure all employees can feedback on the inclusiveness of relevant policies (for example, HR policies)?

Guidance:

- This should be open to all employees and across all relevant policies.
- Relevant policies include HR policies, for example leave policies.
- If feedback does not trigger immediate reviews, there must be regular, periodic policy reviews that consider the feedback.

Yes

Describe the process, how it is communicated, and what action the feedback triggers (max. 500 words).

All colleagues have the ability to feedback on the inclusivity of policies through a variety of means including:

- Directly to the policy owner or the Director of HR as the signatory of all HR policies
- Through our intranet site, "Connect" where policy or guidance documents may be linked
- Through their line manager or a senior member of staff
- Regular staff engagement surveys and planned calls with Directors or via Trade Union partners
- Through HR Assistants as a first point of contact

Where feedback is received it would be reviewed by the policy owner and through further discussion clarity would be sought on the points raised. Where changes to policy are required or an update to guidance is the appropriate outcome this would be updated and agreed in consultation with our Trade Union Partners at regular policy partnership meetings and then fed into our formal JCNC (Joint Consultation and Negotiating Committee meetings) which take place quarterly throughout the year. The policy and/ or guidance updates would then be put onto our intranet site for all colleagues to access and an appropriate communication plan implemented for awareness

Describe any previous outcomes of the process (max. 500 words).

A colleague on return from a period of extended leave through our Maternity, Paternity, Adoption and Shared Parental Leave Policy had highlighted they wanted to make up additional pension payments for the time they were out of the business. Our policy did not include detail on how this could be done or if there were time limits to enable this to happen. Our colleague had contacted their pension provider who had stipulated there were time limits imposed on this to ensure a fair and consistent approach for all scheme members and that only with the organisation's permission could additional payments be made out with these time limits.

This feedback was passed on to HR Policy via an HR Assistant who the employee had been liaising with and the update was reviewed, researched and incorporated into proposed policy changes and updated in consultation with our TU partners. If the feedback hadn't been reviewed and taken forward, it would have potentially disadvantaged colleagues protected by the Equality Act who were accessing this type of leave.

1.2 Does the organisation have a policy (or policies) that includes the following? Tick all that apply.

Guidance:

- The policy (or policies) should clearly state that the organisation will not tolerate discrimination, bullying or harassment against employees on the grounds of sexual orientation or gender identity and/or trans identity.
- These may be listed along with other protected characteristics.

Responses Selected:

A. Explicit ban on discrimination, bullying and harassment based on sexual orientation (bronze award requirement)

B. Explicit ban on discrimination, bullying and harassment based on gender identity and gender expression (bronze award requirement)

F. Clear information about how to report an incident and how complaints are handled

Upload the selected policies with the relevant sections highlighted.

[1.2 A B F Code of Conduct Policy 2021.pdf](#)

Filename: 1.2 A B F Code of Conduct Policy 2021.pdf **Size:** 416.9 kB

[1.2 F Wistleblowing.pdf](#)

Filename: 1.2 F Wistleblowing.pdf **Size:** 309.0 kB

Provide a brief description of the policy/policies you have uploaded (max. 200 words).

The uploaded documents are our "Code of Conduct" and "Whistleblowing Policy".

A and B - The first highlighted section on page 6 is our evidence which explicitly bans discrimination, bullying and harassment based on, sexual orientation, gender identity and gender expression.

F - The second highlighted section begins on page 8 and is our evidence on providing clear information about how to report an incident and how complaints are handled for colleagues reporting issues relating to bullying, harassment and discrimination.

In addition our Whistleblowing Policy sets out how colleagues can raise concerns and do so confidentially without fear of retribution. Colleagues can either call or email our HR Director to make her aware of inappropriate behaviour or concerns relating to discrimination, bullying, harassment which will then be escalated as appropriate in line with our policies.

1.3 Where the organisation has the following family and leave policies, do they use gender-neutral language and explicitly state that they are applicable regardless of gender? Tick all that apply.

Guidance:

- The policies should explicitly state that they apply regardless of the employee or the employee's partner's gender.
- The policies should avoid gendered language and pronouns, for example, by using the term 'partner' instead of 'husband' or 'wife'.

Responses Selected:

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

Upload the selected policies.

[1.3 A C D E Maternity Paternity Adoption and Shared Parental Leave Policy v2.0.pdf](#)

Filename: 1.3 A C D E Maternity Paternity Adoption and Shared Parental Leave Policy v2.0.pdf Size: 326.1 kB

[1.3 B Special Leave Policy.pdf](#)

Filename: 1.3 B Special Leave Policy.pdf Size: 228.8 kB

Provide a brief description of the policy/policies you have uploaded (max. 200 words).

For questions A, C, D and E - The "Maternity, Paternity, Adoption and Shared Parental Leave" and "Parental Leave and Dependants Leave" policies were updated in 2021 to ensure gender neutral language was used throughout, confirming they are applicable to all employees regardless of gender. A significant amount of research was carried out to review the language used, taking on board feedback from Stonewall and our LGBTI+ network group to ensure gender neutral, clear and simple language was used to define terms that were easy to understand for all employees.

For question B - We also have a separate "Special Leave Policy" for special and compassionate leave and a review was undertaken in 2021 to ensure gender neutral language was used. This reinforced that the policy was applicable to all employees regardless of gender.

1.4 Does the organisation have a trans inclusion policy that covers the following?

Guidance:

- This policy should contain information about the inclusion of all trans employees, regardless of whether they are currently transitioning.
- C - guidance must make clear that all trans employees can use the facilities (e.g. toilets, changing rooms) they feel most comfortable using and should explain your commitment to introducing gender-neutral facilities, if not already widely available.
- D - guidance on dress code should be offered regardless of whether you have a uniform or dress code policy. This should make clear that all employees, including trans and non-binary employees, are encouraged to wear the uniform or dress that they feel most comfortable in. If you provide a uniform, this should include provision for gender fluid employees to have multiple uniforms.

Responses Selected:

- A. A clear commitment to supporting all trans people, including those with non-binary identities
- B. Information on language, terminology and trans identities, including non-binary identities
- C. Guidance on facilities for trans employees, including non-binary employees
- D. Guidance on dress code for trans employees, including non-binary employees
- E. A clear commitment to confidentiality and data protection for trans staff

Upload the selected policies.

[1.4 ABCDE SDS Transitioning at work guidance V2.docx](#)

Filename: 1.4 ABCDE SDS Transitioning at work guidance V2.docx **Size:** 104.3 kB

Provide a brief description of the policy/policies you have uploaded (max. 200 words).

The uploaded document is SDS Transitioning at Work policy. It details the specific sections relevant to each question.

A - SDS Transitioning at work Guidance is a policy which sets out our commitment to supporting all transgender people, including non-binary people, ensuring that they 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.

B - The policy includes information on language, terminology and trans identities, including non-binary identities, helping colleagues understand the definitions and language, including the use of pronouns.

C - The policy includes guidance on facilities for trans employees, including non-binary employees. This enables SDS to put this commitment into practice and supports trans employees, including non-binary, to deal with any practical issues that may arise.

D - The policy includes guidance on dress code for trans employees, including non-binary employees. This enables SDS to put this commitment into practice and supports trans employees, including non-binary, to deal with any practical issues that may arise.

E - The policy includes a specific section which details a clear commitment to confidentiality and data protection for trans staff.

1.5 Does the organisation have a policy (or policies) to support employees who are transitioning that covers the following? Tick all that apply.

Guidance:

- This could be contained within a trans inclusion policy, could be supportive guidance to a trans inclusion policy, or could be in a stand-alone transitioning at work policy.
- This should be explicitly non-binary inclusive.
- A and C - these should include a commitment that the employee will be allowed the time off that they need for transition-related treatments or appointments and that any leave will be recorded separately to sick leave.

Responses Selected:

A. Work related guidance for an employee who is transitioning (bronze award requirement)

B. Work related guidance on the process for an employee to change their name and gender marker on workplace systems

C. Work related guidance around data protection and confidentiality

D. Work related guidance for managers on how to support an employee who is transitioning (bronze award requirement)

E. Work-related guidance for employees on how to support a colleague who is transitioning

Upload the selected policies.

[1.5 ABCE SDS Transitioning at work guidance V2.docx](#)

Filename: 1.5 ABCE SDS Transitioning at work guidance V2.docx Size: 103.8 kB

[1.5 D SDS Transitioning at work guidance for HR and People Managers.docx](#)

Filename: 1.5 D SDS Transitioning at work guidance for HR and People Managers.docx Size: 97.5 kB

Provide a brief description of the policy/policies you have uploaded (max. 200 words).

The uploaded document is SDS Transitioning at Work policy. It details the specific sections relevant to each question.

A - The SDS Transitioning at work policy which contains a section on guidance for an employee who is transitioning.

B - The policy contains 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 - The policy contains a specific section titled "confidentiality" which provides guidance around data protection and confidentiality.

D - The other uploaded document policy is an HR and people manager guidance document on how to support an employee who is transitioning.

E - The policy contains a specific section on guidance for employees on how to support a colleague who is transitioning.

1.6 Does the organisation have a formal commitment to introduce gender-neutral facilities in all its buildings?

Guidance:

- If gender-neutral facilities are not already available in all buildings, this should be a formal commitment to introduce gender-neutral facilities in any new builds or to gender-neutral facilities being a requirement of any new leases.
- This should be a commitment that's signed off by senior leaders and published internally.
- Provision of gender-neutral facilities should be in addition to accessible facilities.

Yes

Provide a brief description of the organisation's current provision, its commitment to introducing gender-neutral facilities and how this has been formalised (max. 500 words).

The HR Equality team are having ongoing discussion with facilities around our approach to introducing gender neutral facilities in any new or refurbished offices. An example of where discussions have taken place is in relation to the recent refurbishment of SDS head office in Monteith House, George Square, Glasgow. SDS will publish an Equality Impact Assessment on our approach to estates and facilities. This will include our commitment to introducing gender neutral facilities where practical and appropriate.

1.7 Does your organisation provide healthcare insurance to your UK employees?

Your answer will direct you to the correct question for 1.7.

No

1.7 In the last three years, has the organisation scrutinised and developed the LGBT inclusivity of its mental health support provision?

Guidance:

- Provision could include your employee assistance programme, affiliated counselling services or internal mental health first aiders.
- Scrutiny should be specific, such as asking about a provider's LGBT-specific training for frontline employees.
- This should include at least one action you've taken in the last three years.

Yes

Describe how you scrutinised the provision and what the actions were. Please provide specific dates or time periods within the last three years (max. 300 words).

In December 2019, as part of the Equality Impact Assessment of our "Health and Wellbeing Strategy", the LGBTI+ network group were asked for feedback on this. This ensured LGBT people were involved in consultation of the strategy, ensuring their lived experience informed our organisation's mental health support provision. It was highlighted during the consultation that evidence shows that LGBT people are more likely to experience mental health issues. As a result of this, specific blogs from LGBT people were shared as part of the promotion of our "Health and Wellbeing Strategy".

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

1.8 Has the organisation reviewed other policies to ensure they are LGBT inclusive?

Guidance:

- This might include menopause or andropause policies.
- This might also include domestic abuse policies.

(No response)

Upload the selected policies.

Provide a brief description of the policy/policies you have uploaded (max. 200 words).

(No response)

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

1.9 Are the organisation's compassionate and/or special leave policies inclusive of loved ones/chosen families/close support networks and supporting someone through transition?

Guidance:

- Chosen families are people who an employee considers to be family, but who have no legal or biological connection to them.
- Chosen families, loved ones and close support networks can be particularly significant to those who are estranged from their families, an issue that disproportionately affects LGBT people.
- Policies should be clear that employees are entitled to the same leave when it relates to their loved ones/chosen family/close support networks as when it relates to their biological or legal family members.
- Special leave policies should explicitly include provision to support someone through transition, for example accompanying them to medical appointments.

(No response)

Copy and paste the relevant sections of your policies.

(No response)

Section 2: The employee lifecycle

Completed - 1 Oct 2021

Form for "Section 2: The employee lifecycle"

This is my form.

Section 2: The employee lifecycle

This section examines the employee lifecycle within the organisation, starting with recruitment practices and finishing with exit processes. The questions scrutinise how the organisation engages and supports employees throughout their journey in the workplace.

2.1 When advertising for external appointments, how does the organisation attract LGBT talent? Tick all that apply.

Guidance:

- These actions should not be limited to HR or Diversity & Inclusion related roles.
- A - this can include taking recruitment materials to Pride events and should have taken place in the last year.
- B - evidence should include screenshots of a job pack or job page from the last year.
- C - this can be a link to a webpage.

Responses Selected:

B. Include a statement around valuing diversity, explicitly inclusive of LGBT people in job packs and pages (bronze award requirement)

C. Include information about your LGBT employee network group or LGBT inclusion activities in all job packs and pages

Upload evidence for the selected options.

[2.1 c \[REDACTED\] story and recruit page statement allies.docx](#)

Filename: 2.1c [REDACTED] story and recruit page statement allies.docx Size: 1.0 MB

[2.1 B Vacancy Page.docx](#)

Filename: 2.1 B Vacancy Page.docx Size: 376.0 kB

Describe the evidence uploaded (max. 200 words).

B - The uploaded screenshot is from our vacancy pages. SDS includes a statement on our vacancy pages, around valuing diversity, explicitly inclusive of LGBT people. This includes our Stonewall Top 100 Employer Logo which incorporates a link to Stonewall's website to find out more information. The uploaded screenshot shows this statement.

C- The uploaded screenshot is from our vacancy pages. SDS provide potential applicants with information about our LGBTI+ allies network group on the recruitment section of our website. This is further highlighted on the recruitment pages, in a case study from the Chair of our LGBTI+ Network group, [REDACTED], which explains the benefits of having this network.

2.2 Does the organisation provide guidance or training for all employees with recruitment responsibilities on how to carry out inclusive recruitment?

Guidance:

- This should be specific to recruitment and include LGBT content.
- This should be provided to all employees involved in recruitment, not just HR teams.
- Best practice would be a checklist of inclusive practices that recruiters complete when they carry out a recruitment round. This might include, for example, sharing their pronouns at the start of an interview, if they feel comfortable doing so.

Yes

Upload evidence of guidance or training.

[2.2 toolkit extract.png](#)

Filename: 2.2 toolkit extract.png **Size:** 222.4 kB

Describe the format of the guidance and the content you have uploaded (max. 500 words).

The uploaded screenshot is an extract from our Equality Toolkit, which is an online resource available to all colleagues, including those with recruitment responsibilities, which includes a range of information and guidance on equality-related matters. The Equality Toolkit includes a section on inclusive recruitment practices, specific to LGBT, highlighting best practice on encouraging LGBT applicants for job vacancies through positive action.

In addition, inclusive recruitment practices specific to LGBT, are emphasised in face-to-face training sessions with people managers. Those involved in recruitment are also required to undertake mandatory unconscious bias training, which emphasises the role that bias plays in the recruitment cycle and steps managers can take to mitigate this.

2.3 What information does the organisation supply to all new employees (external appointments) when being inducted into the organisation? Tick all that apply.

Guidance:

- Content for all options can be supplied in person, online (through a video or post), or on paper.
- A - the message should explicitly refer to LGBT inclusion, including bi, non-binary and trans inclusion.
- C - relevant policies are those covered in Section 1.

Responses Selected:

A. Explicit message on the organisation’s commitment to LGBT inclusion (bronze award requirement)

B. Information on the LGBT employee network or allies programme/initiative

C. Information on relevant policies and the organisation’s commitment to ensuring they are LGBT inclusive

Upload evidence for the selected options.

[2.3 merged file docx.docx](#)

Filename: 2.3 merged file docx.docx Size: 825.1 kB

Briefly describe the induction process and at what point the new starter receives the above information (max. 500 words).

The uploaded document are extracts from our mandatory employee induction, and covers questions A, B and C.

All new employees (external appointments) to SDS follow an induction process which includes attendance at 1.5 days face-to-face Welcome induction which is mandatory. This takes place within 4 to 6 weeks of the new employees start date.

A - The all-employee induction 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. 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.” In addition, the uploaded document highlights the speaker notes which evidence our commitment to LGBT inclusion, including bi, non-binary and trans inclusion.

B - The uploaded document highlights our equality input at the employee induction. We give details on the LGBTI+ network, how to join and participate: either as an LGBTI 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. The uploaded document demonstrates how 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.

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

Guidance:

- Examples include the option to choose a gender marker other than male or female and being able to use gender-neutral titles, such as Mx.
- Alternatively, you could consider removing gender markers and titles from your systems altogether.
- You will receive more marks if at least one example is specific to gender fluid people, for example the ability to have multiple passcards with different forms of gender expression.

Yes

Describe how non-binary identities are recognised on workplace systems, including at least two examples (max. 500 words).

We enable non-binary employees to have their identities recognised 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 the 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.

For email, guidance has been communicated to all colleagues around best practice of adding pronouns around email signatures. This has been communicated in a range of colleague updates.

Microsoft Teams is another all-employee facing system. We enable non-binary employees to have their identities recognised through customisation of their profile picture to include their pronouns.

2.5 Does the organisation provide all-employee training on compliance with its discrimination, bullying and harassment policies, including the following:

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.
- Training can be provided in-person or digitally.

A. Organisational policy and legislation (bronze award requirement)	76-100%
B. Examples of biphobic, homophobic and transphobic discrimination, bullying and harassment	76-100%
C. Examples of discrimination, bullying and harassment on the basis of multiple identities	76-100%
D. How to challenge biphobic, homophobic and transphobic discrimination, bullying and harassment	76-100%
E. How to report biphobic, homophobic and transphobic discrimination, bullying and harassment	76-100%
F. A clear route for feeding back on the inclusion or representation of employees' identities in the training	76-100%

Describe how you estimate completion rates (max. 500 words).

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 - 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

C - 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

E - 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

Describe the format of the training and the content you have uploaded (max. 500 words).

A - The uploaded document shows content from both our all-employee "Equality and Diversity Essentials" elearning, and also training materials from our mandatory induction. The elearning covers legislation in relation to LGBT equality. All staff are trained on organisational policy and legislation via the mandatory induction training, we demonstrate how SDS policies, specifically our Code of Conduct, enables us to comply with equality legislation, including discrimination, bullying and harassment policies. 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 approach to bullying and harassment, we show the Stonewall No Bystanders video at all welcome day inductions.

B - This is covered in our mandatory e-learning 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. Examples of LGBT discrimination, bullying and harassment are all covered within the learning. Uploaded screenshots are of some key case study examples of discrimination, bullying and harassment specifically in relation to LGBT.

C - This is covered in our mandatory e-learning 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. Examples of LGBT discrimination, bullying and harassment based on multiple identities are all covered within the learning. Uploaded screenshot is of a case study example of discrimination, bullying and harassment in relation to

a LGBT person from multiple identities, in particular a trans person from an ethnic minority background. We also use inclusive imagery throughout the e-learning.

D - This is covered in our mandatory e-learning 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. Uploaded extract from e-learning provides an example of how to challenge biphobic, homophobic and transphobic discrimination, bullying and harassment.

E - This is covered in our mandatory e-learning 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. Uploaded extract from e-learning provides an example of how to report biphobic, homophobic and transphobic discrimination, bullying and harassment. This includes a link to SDS Code of Conduct policy which includes details on how to report biphobic, homophobic and transphobic discrimination, bullying and harassment. This is highlighted for all new starts on induction welcome days.

F - We have a system for the evaluation of training, including e-learning. This would provide employees opportunity to feed back on the inclusion or representation of employees' identities in the training.

Upload evidence for selected options.

[2.5 A Essentials Quiz Question.docx](#)

Filename: 2.5 A Essentials Quiz Question.docx **Size:** 213.8 kB

[2.5 B Essentials Elearning extract.docx](#)

Filename: 2.5 B Essentials Elearning extract.docx **Size:** 867.9 kB

[2.5 C Multiple identities elearning.docx](#)

Filename: 2.5 C Multiple identities elearning.docx **Size:** 168.5 kB

[2.5D Essentials elearning.docx](#)

Filename: 2.5D Essentials elearning.docx **Size:** 338.9 kB

[2.5E Elearning and extract from code of conduct policy.docx](#)

Filename: 2.5E Elearning and extract from code of conduct policy.docx **Size:** 376.9 kB

[2.5 F Comment Box.JPG](#)

Filename: 2.5 F Comment Box.JPG **Size:** 32.2 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). In your uploaded evidence, make clear who/how many employees the communication reached.
- Evidence could include emails and screenshots of intranet posts.
- A - communications can focus on specific awareness days/events, such as LGBT History Month, Pride and/or IDAHOBIT (International Day Against Homophobia, Biphobia and Transphobia).
- B - communications can focus on specific awareness days/events, such as Bi Visibility Day and/or Pan Visibility Day.
- C - communications can focus on specific awareness days/events, such as Trans Day of Visibility, Trans Day of Remembrance and/or Trans Pride.
- D - communications can focus on specific awareness days/events, such as Non-Binary People's Day.
- A, B, C and D - you are required to meet at least one of these criteria to receive a bronze award.

Responses Selected:

A. Information about LGBT identities and experiences (bronze award requirement)
B. Information about bi identities and experiences (bronze award requirement)
C. Information about trans identities and experiences (bronze award requirement)
D. Information about non-binary identities and experiences (bronze award requirement)
E. Information about the LGBT Employee Network Group and/or allies activity
F. Information about LGBT-inclusive policies
G. Information about the importance of pronouns and pronoun introductions

Upload evidence for selected options.

[2.6 - A LGBT History Month February 2021.docx](#)

Filename: 2.6 - A LGBT History Month February 2021.docx Size: 139.6 kB

[2.6 B - Bi Visibility Day.docx](#)

Filename: 2.6 B - Bi Visibility Day.docx Size: 100.4 kB

[2.6 C- Transgender Awareness Week Connect Article 29 October 2020.docx](#)

Filename: 2.6 C- Transgender Awareness Week Connect Article 29 October 2020.docx Size: 149.8 kB

[2.6 D - International Non-Binary peoples day - Connect Blog 14 July 2021.docx](#)

Filename: 2.6 D - International Non-Binary peoples day - Connect Blog 14 July 2021.docx Size: 1.2 MB

[2.6 E - LGBT Network promoting Pride and Network - Join Pride article .JPG](#)

Filename: 2.6 E - LGBT Network promoting Pride and Network - Join Pride article .JPG Size: 140.8 kB

[2.6 F - LGBT Inclusive Policy all colleague email.docx](#)

Filename: 2.6 F - LGBT Inclusive Policy all colleague email.docx Size: 181.9 kB

[2.6 G - Pronoun all colleague comms.JPG](#)

Filename: 2.6 G - Pronoun all colleague comms.JPG Size: 80.1 kB

Provide date for option A:

8 Feb 2021

Provide date for option B:

23 Sep 2021

Provide date for option C:

29 Oct 2021

Provide date for option D:

14 Jul 2021

Provide date for option E:

16 Jun 2021

Provide date for option F:

30 Sep 2021

Provide date for option G:

5 Feb 2021

2.7 Does the organisation proactively recognise contributions to LGBT inclusion activity during employee performance appraisals?

Guidance:

- The onus should be on the employer/manager to make clear that contributions to LGBT inclusion (such as network group activity) align with organisational values and count towards diversity and inclusion objectives.
- This should be systematic and applied to all performance appraisals, not just those of the network leads.
- Recognition doesn't have to be financial.

Yes

Describe how contributions are recognised (max. 300 words).

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 organisation's ambitions in relation to equality, diversity and inclusion. 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.

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

Guidance:

- This can be part of a wider question about diversity and inclusion at the organisation.
- Answers should detail how all employees are given opportunities to raise any issues relating to discrimination (homophobia, biphobia and/or transphobia) they may have experienced or become aware of in the organisation.
- There should be a clear process by which issues are referred and acted on by the organisation.

Yes

Describe the exit interview/survey process and how LGBT issues would be identified or raised (max. 200 words).

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 (max. 200 words).

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.

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

2.9 Does the organisation have a mental health or wellbeing strategy that explicitly addresses the needs of LGBT people?

Guidance:

- This should address the specific needs of lesbian, gay, bi and trans people.

(No response)

Upload your mental health or wellbeing strategy.

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

2.10 When advertising for its apprenticeships, does the organisation run initiatives to specifically attract LGBT job seekers?

Guidance:

- Please only answer this question if the organisations has apprenticeships in the UK
- This might include LGBT-specific content in recruitment materials or advertising at LGBT-specific events.

(No response)

Describe the initiatives (max. 500 words).

(No response)

Section 3: LGBT employee network group

Completed - 1 Oct 2021

Form for "Section 3: LGBT employee network group"

This is my form.

Section 3: LGBT employee network group

This section examines the work of your LGBT employee network group. The questions scrutinise the support the group is given by the organisation, its commitment to inclusivity, and the activities it carries out.

3.1 Does the organisation have an LGBT employee network group for LGBT employees? Select one option.

Guidance:

- A - this option scores maximum marks for this question.
- B and C - these options score lower marks for this question.
- A, B and C - you are required to meet one of these criteria to receive a bronze award.

A. Yes, with a defined role and terms of reference (bronze award requirement)

Upload the group's terms of reference.

[SDS LGBT TOR 2020.docx](#)

Filename: SDS LGBT TOR 2020.docx Size: 61.3 kB

3.2 In the past year, has the organisation supported the work of the LGBT employee network group in the following ways? Tick all that apply.

Guidance:

- C - time should be formally agreed.
- D - this should develop practical skills relevant to the role of the network group, for example peer support, mentoring or conflict resolution.
- E - these can be general or LGBT-specific programmes and should be communicated to members through the employee network group.

Responses Selected:

B. Provided a formal senior champion

C. Allowed time for committee members to carry out network group activity

D. Facilitated network members' participation in skills training

E. Facilitated network members' participation in leadership or professional development programmes

F. Facilitated network members' participation in external LGBT-specific seminars and conferences

Describe the support provided and how it is communicated to the network (max. 200 words per option).

B - [REDACTED] Director of HR, is the Equality Lead at Directors Group. As part of this, [REDACTED] has acted as a formal senior champion for the LGBTI+ network group and has been actively involved in supporting the group.

C - Co Chairs of the LGBTI+ network group have network group activity as part of their My Contribution goals (performance appraisal), forming part of the monthly conversation with their people managers. Time is formally allocated to Co Chairs to participate in the monthly network meetings, as well as time allocated to attend Pride events, chinwags and delivering training events to colleagues.

D - An induction programme has been developed for the role of LGBTI+ Network Co Chair. This covers the specifics of the role, including supporting colleagues, encouraging wider participation in the network, peer support, and how to develop the correct skills to be effective Co Chairs.

E - SDS Aspiring People Manager programme was specifically highlighted and communicated to our LGBTI+ network group members. It's a professional development leadership programme to prepare colleagues for leadership and management roles.

F - The network facilitated network members' participation in external LGBT-specific seminars and conferences. One example is the LGBTQ+ Inclusion Matters Online Summit, hosted by Equality Leaders Ltd on 9 June 2021. This was promoted to all members of the network on 21 April 2021 by the Chair of the network to encourage participation. This included world-class speakers sharing their LGBT lived experiences and perspectives, actionable insights, and solutions to break barriers with tangible outcomes.

3.3 In the past year, which of the following activities has the LGBT employee network group undertaken to improve its inclusivity? Tick all that apply.

Guidance:

- C - this should reference specific marginalised or underrepresented groups (for example, trans people or LGBT people of colour).
- D - this could be a physical or digital space, for example a meet-up for LGBT people of faith or a closed bi digital group on your intranet.

Responses Selected:

A. Implemented a formal mechanism to ensure bi issues are engaged with (for example, bi reps)

B. Implemented a formal mechanism to ensure trans issues are engaged with (for example, trans reps)

C. Promoted itself as being open to all and inclusive of marginalised and underrepresented LGBT groups

D. Introduced specific spaces for marginalised and underrepresented LGBT groups

Describe the activities you have undertaken (max. 200 words per option).

A - At the start of each year, yearly objectives are identified and the network group works with Marketing & Communications to ensure a wide variety of awareness days are highlighted. This included Bi Visibility Day for 2021, which included all-colleague communication and social media posts.

B - At the start of each year, yearly objectives are identified and the network group works with Marketing & Communications to ensure a wide variety of awareness days are highlighted. This included a range of articles around education and visibility for trans people, all-colleague communications around recording data and engaging with trans customers.

C - The LGBTI+ network promotes itself as being open to all and inclusive of marginalised and underrepresented LGBT groups through reinforcing the following statement on the network's intranet page - "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 provides a welcoming, non-judgemental, confidential environment where people can network and engage with each other around LGBTI+ related topics." This message is reinforced in related all-colleague communications.

D - A specific digital space was created for marginalised and underrepresented LGBT groups, specifically LGBT people with mental health issues, to support a discussion around mental health and LGBT. This provided a secure digital space for open discussion and identification of sources of support, both internally and externally.

3.4 Does the LGBT employee network group have a formal strategy to ensure it is inclusive of and accessible to marginalised or underrepresented LGBT groups?

Guidance:

- Your strategy should focus on the inclusion of at least three specific marginalised or underrepresented LGBT groups. This might include (but is not limited to):
 - BAME LGBT people / LGBT People of Colour
 - Bi people
 - LGBT carers
 - LGBT people of faith
 - LGBT parents
 - LGBT people with accessibility needs

- Non-binary people
- Older LGBT people
- Trans people

- Your description should include how you identified which marginalised or underrepresented groups to focus your strategy on. This might include insights from:

- LGBT network group membership and event attendance
- LGBT network group satisfaction surveys
- Employee satisfaction surveys
- WEI Staff Feedback Questionnaire report
- Sectoral, regional or national research

- Your description should include actions the network group has taken so far and has committed to take in the future. These might include (but are not limited to):

- Introducing an inclusion rep
- Holding events within working hours
- Holding regular alcohol-free social events
- Holding events at accessible venues
- Avoiding holding events at the same time as religious festivals/holy days

- Actions can include, but must go beyond, those referenced in 3.3

No

3.5 Which of the following support activities does the LGBT employee network group undertake? Tick all that apply.

Guidance:

- A and B - support for individuals should be available and advertised to all staff.
- A - this could be on an individual basis and/or through a closed digital group for LGBT employees.
- C - this should relate to policies that impact upon employee welfare (for example, reviewing an updated adoption policy).

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. Consultation on improving internal policies and practices

Describe the options selected (max. 200 words per option).

A - SDS has an Employee Assistance Programme where staff can access confidential support and assistance. We highlight this on the online LGBTI+ Allies forum 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 [REDACTED], Chair of our LGBTI+ Allies Forum." This also included contact details for the chair of the network group.

B - 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.

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.

In addition, 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 [REDACTED] [REDACTED], Chair of our LGBTI+ Allies Forum. In addition sessions on Homophobic, Biphobic & transphobic bullying training have been delivered through the forum which included routes to reporting.

C - The network was consulted and reviewed the updated "Maternity, Paternity, Adoption and Shared Parental Leave" policy in July 2021 and provided ideas on how to improve LGBT inclusivity.

3.6 In the past year, which of the following activities has the LGBT employee network group undertaken? Tick all that apply.

Guidance:

- If not carried out by the LGBT employee network group, these activities can be carried out by other parts of the organisation (for example, the diversity and inclusion team). However, this must at least be in consultation with the network group.
- ‘Awareness raising events’ refers to activities that serve to educate or inform the wider organisation, for example panel discussions, lunch and learns, or stalls during diversity events.
- Events can be physical or digital.
- G - this could either be a specific programme run by the network or alternatively an organisation-wide programme that proactively incorporates LGBT mentoring.

Responses Selected:

- | |
|--|
| A. Social networking event for members |
| B. LGBT equality awareness-raising event |
| D. Non-binary equality awareness-raising event |
| E. Trans equality awareness-raising event |
| F. Collaborated with other LGBT network groups |

Describe the activities selected and when they occurred (max. 200 words per option). Please provide specific dates or time periods within the last year.

A - The LGBTI+ Network group hosted a social networking event for members in the form of a digital coffee morning called Giggle & Tea at Three on 27 May 2021, which was open to all 240 members of the wider LGBTI+ network.

B - The LGBTI+ Network group planned, organised and delivered a LGBT equality awareness-raising event in the form of Digital Pride on 17 June 2021. Comms were issued to all staff advertising the event. The event raised awareness of LGBT-specific issues including growing up as an LGBT person in a rural area.

D - A non-binary equality awareness-raising event took place as part of our West region "Careers Information Advice and Guidance Equality day" in May 2021, and this was repeated in the North region in September 2021. This reached over 350 colleagues. This including non-binary specific learning including information and guidance on the use of pronouns and case studies around supporting non-binary colleagues and customers.

E - A trans equality awareness-raising event took place as part of our West region "Careers Information Advice and Guidance Equality day" in May 2021, and this was repeated in the North region in September 2021. This reached over 350 colleagues. This including trans specific learning including information and guidance on covering experiences of trans people at work, terminology, and case studies around supporting trans colleagues and customers.

F - The Chair and a number of Co Chairs of our LGBTI+ Network group attended a number of "Out in Public" network group events. This facilitated collaboration with other LGBT network groups across the public sector. This provided an opportunity for networking and sharing best practice in relation to developing effective networks.

In November 2020, our LGBTI+ network group also worked with the Scottish Enterprise LGBT Network to share good practice on network activity and the Stonewall WEI.

3.7 In the past year, has the LGBT network group held campaigns, initiatives, seminars or events engaging with the intersection of LGBT and other diversity strands? Select one option.

Guidance:

- You will be awarded for up to three examples from the last year. These should each look at the experiences of specific marginalised or underrepresented groups, which could include (but is not limited to):
 - BAME LGBT people / LGBT People of Colour
 - LGBT parents or families
 - LGBT people with accessibility needs, for example including LGBT disabled people and LGBT neurodivergent people
 - LGBT people with experience of mental ill health
 - LGBT people with experience of poverty or homelessness
 - LGBT people of faith
 - LGBT women
 - Older LGBT people
- You should explain why you chose to focus on the experiences of these groups. For example, this might be because of a gap in your previous work.
- (From the 2023 Workplace Equality Index) At least two of the groups should be different to your organisation's previous submission.
- These activities can be carried out in collaboration with other employee network groups.
- If not carried out by the LGBT employee network group, these activities can be led by other parts of the organisation (for example, the faith employee network group might run an event on being an LGBT person of faith).
- Seminars and events can be physical or digital.
- 'Initiatives' and 'campaigns' here refer to specific programmes or projects, for example a series of events, videos or blogs.

Yes, three examples

Describe the campaigns, initiatives, seminars or events and when they occurred (max. 500 words). Please provide specific dates or time periods within the last year.

1. As part of the annual planning for the LGBTI Network group, mental health was highlighted as a key area to focus in 2021 given recent publication of mental health statistics for LGBT people, as well as the impact of COVID-19 and working from home. As part of "Time to Talk Day" in February 2021, our LGBTI network group organised and hosted a "Time to Talk" chinwag. This focused on specific mental health challenges for LGBT people, and provided an opportunity to share coping strategies and sources of support for mental health, including the network and our Employee Assistance Programme.
2. One initiative which focused on the intersectionality between LGBT women and older LGBT people was the development of a Virtual Menopause cafe. One of our LGBTI Network Co Chairs hosted a session at the Menopause Cafe on the 6th May 2021, covering their lived experience as an older LGBT woman and the importance of peer support.
3. As part of our national Equality Champion Group's Continuous Professional Development, it was identified that there was a need for a specific training event with a focus on the intersection of LGBT people and people of faith and how best to support customers and colleagues. On 9 December 2021, Hidayah delivered an LGBT Intersectionality training event to over 50 colleagues. This focused on the specific challenges that LGBT people of faith face, support organisations, and advice and guidance on how to best support customer and colleagues. Some specific case studies included Muslim LGBT people. Learning from this event was cascaded to wider teams and materials were made available to the whole organisation.

3.8 Does the LGBT employee network group have measures in place to ensure that activity reaches employees in all locations?

Guidance:

- This should be formalised, consistent work to ensure activity can reach all employees. This might include a commitment in your terms of reference to hold a percentage of your events online or run activities in different regions.
- You should consider dispersed workforces (for example those in retail stores or without regular access to IT), employees who work from home, and employees across all UK nations that you operate in.
- If you only have one location or building, you should consider the needs of employees who work remotely or away from desks.
- You should provide at least two examples of measures you have in place.

Yes

Describe at least two measures in place and how they are formalized (max. 500 words).

1. Recognising that SDS is a dispersed organisation, the LGBTI+ Network group established a Co Chairs group. This has representatives across Scotland with the aim to ensure LGBT related initiatives and activity reaches employees in all locations. During the pandemic, all staff have been working from home but are provided with appropriate technology. Our LGBTI+ network group has taken this into consideration with the creation of a Yammer page and a Connect forum.
2. The LGBTI+ network group has worked collaboratively with Communications & Marketing to ensure that activity reaches employees in all locations. One example of this is the Purple Torch campaign, where staff across all locations were encouraged to pass on the virtual torch. A video of this was then shared to all colleagues on Yammer and externally through LinkedIn.

Section 4: Empowering individuals

Completed - 1 Oct 2021

Form for "Section 4: Empowering individuals"

This is my form.

Section 4: Empowering individuals

This section examines the process of engaging individuals to create an LGBT inclusive culture at the organisation. The questions scrutinise how the organisation empowers LGBT and non-LGBT employees to step up as change makers and allies.

4.1 Does the organisation support LGBT employees at all levels to become change makers through training, programmes and/or resources?

Guidance:

- Examples of support can include resources, programmes or training.
- The support must focus specifically on steps LGBT people can take to become active role models or change makers in your organisation.

Yes

Describe the training, programmes and/or resources (max. 500 words).

SDS supports LGBT employees at all levels to become change makers through a range of initiatives, including training and resources. One of these key initiatives is to become a Co Chair of the LGBTI+ Employee Network, where members undergo induction training which highlights opportunities to use a range of resources to inform change in the organisation. This includes the LGBTI+ Allies Yammer page and Connect forum which provide opportunities to inform continuous improvement, consultation and involvement on policies, processes and services. An example of this is one of our Co Chairs produced a pronouns frame for Microsoft Teams which enables colleagues to share their pronouns through their profile picture.

The Yammer forum is open to LGBT staff at all levels and provides an opportunity for them to contribute ideas and suggestions, make comments, and be involved in any consultation regarding change in the organisation.

4.2 In the past year, has the organisation shared the workplace experiences of LGBT people with the following identities? Tick all that apply.

Guidance:

- This should be an internal communication, such as an all-employee email or blog post.
- Within the content, the person's identity must be clear. It should not be left up to the reader or viewer to make assumptions.
- Stonewall uses umbrella terms and we recognise that language and identities are personal. If an employee doesn't identify with a term listed below, you should be led by them on which option they feel comfortable being included within.
- Best practice is to share the experiences of internal employees. However, you should take care to ensure that no pressure is put on LGBT employees to be visible in this way. If employees do not want to share their experiences, you can share the workplace experiences of employees outside your organisation, for example from the wider sector.
- Marks will not be awarded in this question where the experiences of celebrities are shared.

Responses Selected:

A. BAME LGBT people / LGBT People of Colour
C. Binary trans people (e.g. trans men and trans women)
D. Gay or lesbian people
E. LGBT people aged 25 or younger.
F. LGBT people aged 50 or older.
G. LGBT people at board level
H. LGBT people at senior management level
I. LGBT people being open about their mental health challenges (including disability relating to mental health)
J. LGBT people of faith
M. Non-binary people (e.g. genderfluid or genderqueer people)

A: Submit evidence of sharing these experiences in the last year.

[4.2A BAME LGBT.docx](#)

Filename: 4.2A BAME LGBT.docx Size: 691.2 kB

C: Submit evidence of sharing these experiences in the last year.

[4.2 C Trans.docx](#)

Filename: 4.2 C Trans.docx Size: 1.2 MB

D: Submit evidence of sharing these experiences in the last year.

[4.2D Mental health staff blog - \[REDACTED\] on anxiety depression and LGBT community.docx](#)

Filename: 4.2D Mental health staff blog - [REDACTED] on anxiety depression and LGBT community.docx Size: 231.6 kB

E: Submit evidence of sharing these experiences in the last year.

[REDACTED]

Filename: 4.2E non binary blog.docx Size: 733.3 kB

F: Submit evidence of sharing these experiences in the last year.

[4.2F Mental health staff blog - \[REDACTED\] on anxiety depression and LGBT community.docx](#)

Filename: 4.2F Mental health staff blog - [REDACTED] on anxiety depression and LGBT community.docx Size: 231.6 kB

G: Submit evidence of sharing these experiences in the last year.

[4.2G \[REDACTED\] blog .docx](#)

Filename: 4.2G [REDACTED] blog .docx Size: 521.0 kB

H: Submit evidence of sharing these experiences in the last year.

[4.2H \[REDACTED\] blog .docx](#)

Filename: 4.2H [REDACTED] blog .docx Size: 521.0 kB

I: Submit evidence of sharing these experiences in the last year.

[4.2I Mental health staff blog - \[REDACTED\] on anxiety depression and LGBT community.docx](#)

Filename: 4.2I Mental health staff blog - [REDACTED] on anxiety depression and LGBT community.docx Size: 231.6 kB

J: Submit evidence of sharing these experiences in the last year.

[4.2 J racism.docx](#)

Filename: 4.2J racism.docx Size: 645.1 kB

M: Submit evidence of sharing these experiences in the last year.

[REDACTED]

Filename: 4.2M non binary blog.docx Size: 733.3 kB

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

9 Dec 2020

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

14 Sep 2021

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

11 Feb 2021

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

14 Jul 2021

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

11 Feb 2021

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

14 Sep 2021

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

14 Sep 2021

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

11 Feb 2021

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

9 Dec 2020

M: Provide the date on which this was shared internally.

14 Jul 2021

4.3 Does the organisation have a formal programme or initiative to engage all non-LGBT employees to become LGBT allies? Select one option.

Guidance

- The programme should be a formal mechanism to engage non-LGBT people with LGBT equality.
- This can include allies receiving a visible signal of their commitment to LGBT equality, but this must be conditional on employees participating in a programme and/or receiving training.
- The programme should include internal awareness-raising sessions or training specifically for allies. This should cover the importance of allies and actions that individuals can take to be effective allies.
- To be awarded marks, this programme must be more in-depth than a one-off internal communication or event (as awarded for in sections 2 and 3).

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

Describe the allies programme or initiative (max. 500 words).

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 Digital Pride 2021, where we advertise the LGBTI+ Allies Network group.

Upload a communication advertising the allies programme or initiative.

[4.3 Pride 2021 Chinwag Call All staff comms 16-07-21.docx](#)

Filename: 4.3 Pride 2021 Chinwag Call All staff comms 16-07-21.docx **Size:** 414.1 kB

4.4 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.
- This must focus specifically on being an ally to bi people and include specific actions employees can take.
- This should be more in-depth than a one-off internal communication (as awarded for in sections 2 and 3).

No

4.5 Does the organisation support all cis 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.
- This must focus specifically on being an ally to trans people and include specific actions employees can take.
- This must include specific content on being an ally to non-binary people.
- This should be more in-depth than a one-off internal communication or event (as awarded for in sections 2 and 3).

Yes

Describe the training, programmes and/or resources (max. 500 words).

SDS supports cis employees to become trans allies through a range of initiatives. An example of this was through our mandatory Equality Day training in our North and West regions. This was delivered by some of our LGBTI+ Network Co Chairs which covered supporting cis employees to become trans allies - This was recorded and made available to colleagues to access any time.

In addition, the importance of becoming trans allies is highlighted in our Webinar available to all staff from the Scottish Trans Alliance. The trans webinar was highlighted to all staff on our intranet and is available to everyone on our "Academy" learning system. This means that SDS is able to support all cis employees, including LGB employees to become trans allies.

Upload any written content, such as training slides or resources.

[4.5 Trans training.docx](#)

Filename: 4.5 Trans training.docx **Size:** 78.2 kB

4.6 Does the organisation support all employees (including LGBT employees) to become allies to other marginalised LGBT communities through training, programmes and/or resources?

Guidance:

- This should focus on identities other than bi or trans identities. For example, the support could focus on becoming an ally to groups experience multiple marginalisation, such as LGBT people of faith.
- This should be more in-depth than a one-off internal communication or event (as awarded for in sections 2 and 3).
- This should include specific actions employees can take.

Yes

Describe the training, programmes and/or resources (max. 500 words).

SDS supports employees (including LGBT employees), to become allies to other marginalised LGBT communities through a range of initiatives. Examples of this include highlighting opportunities for our colleagues to attend training, including the Financial Conduct Authority's "LGBT+ and Faith" training, organised by their Inside Out and Faith & Roots employee network groups. We also organised training for our employees, delivered by [REDACTED], which had a focus on LGBT people of faith and there was a Q&A which covered how to be an ally for LGBT people of faith. Both of these initiatives supported colleagues (including LGBT employees) to become allies to LGBT people of faith.

Upload any written content, such as training slides or resources.

4.7 Does the organisation have measures in place to ensure that your work to empower individuals reaches employees in all locations?

Guidance:

- This should be consistent work to ensure activity can reach all employees.
 - This might include:
 - Ensuring you share the stories of LGBT people from all the regions or UK nations you operate in.
 - Ensuring your allies programmes and resources are available in all your locations and/or digitally.
- You should consider dispersed workforces (for example those in retail stores or without regular access to IT), employees who work from home, employees in urban/rural settings, and employees across all UK nations that you operate in.
- If you only have one location or building, you should consider the needs of employees who work remotely or away from desks.
 - You should provide at least two examples of measures you have in place.

Yes

Describe at least two measures in place and how they are formalised (max. 500 words).

1. SDS ensures that our work to empower individuals reaches employees in all locations. All colleague communications, blogs and articles are hosted on our intranet, Connect, which is accessible to all colleagues across Scotland. We actively promote and share stories of LGBT people across Scotland which has included LGBT colleagues from rural areas. SDS recognises that its workforce is dispersed across Scotland and actively uses the LGBTI+ Allies Network group and Co Chair group, which has dedicated colleagues from across various directorates and locations, as an additional platform to ensure that our work to empower individuals is far-reaching and consistent across Scotland.
2. Our Communications & Marketing team hold a fortnightly Equality meeting which is attended by Co Chairs of the LGBTI+ Network group to ensure our approach to any upcoming articles can be disseminated through the correct channels to ensure the widest engagement across directorates and all locations, from Shetland to Stranraer.

Section 5: Leadership

Completed - 1 Oct 2021

Form for "Section 5: Leadership"

This is my form.

Section 5: Leadership

This section examines how the organisation engages senior leaders and line managers in their responsibility to set an LGBT-inclusive culture. The questions scrutinise how the organisation empowers senior leaders, the individual actions senior leaders take, and how all line managers are encouraged to recognise LGBT inclusion as key to their role.

5.1 In the past year, how has the organisation supported board and senior management employees to understand the issues that affect LGBT people? Tick all that apply.

Guidance:

- The support should be consistently provided, not on an ad hoc basis.
- Each option should be available to multiple senior leaders, not just one senior champion.
- A - this is a formal process whereby senior employees are mentored on LGBT issues by more junior LGBT employees.
- Conferences and seminars can be physical or digital.

Responses Selected:

G. None of the above

5.2 In the past year, which of the following activities have members of the board and/or senior management engaged in? Tick all that apply.

Guidance:

- These activities should be carried out by a range of leaders.
- E - this will only be awarded if you received points for questions 6.4, 6.5 or 6.6.
- F - this should be periodic, not ad hoc.
- G and H - your description should include how the speech had specific messages of bi, non-binary and trans equality.
- G and H - events can be physical or digital.
- H - this can be a sector-facing or community-facing event.

Responses Selected:

A. Communicated a strong message on LGBT equality

B. Communicated a strong message on bi equality

C. Communicated a strong message on trans equality, explicitly including non-binary equality

D. Reviewed and/or approved an LGBT inclusion strategy

E. Reviewed top line LGBT monitoring reports and actions

G. Spoken at an internal LGBT event

A. Describe the communication and who it was delivered to (max. 200 words). Please include the job title of the senior leader, as well as specific dates or time periods.

An all staff communication was published on 1 September 2021 on our all staff intranet promoting the Stonewall Workplace Equality Index Staff Survey. This included a quote from [REDACTED], Head of Equality & Diversity, which communicated a strong message on LGBT equality:

"SDS has made tremendous progress in the Stonewall Workplace Equality Index over recent years - not least by being named Scotland's top employer in 2020. Our position recognises SDS's commitment to being a supportive and welcoming workplace for lesbian, gay, bisexual and trans, including non- binary people, and our priorities around broader equality, diversity and inclusion.

To help SDS continue its progress in equality and diversity, I would invite all colleagues to please take part in the survey."

B. Describe the communication and who it was delivered to (max. 200 words). Please include the job title of the senior leader, as well as specific dates or time periods.

An all staff communication was published on 1 September 2021 on our all staff intranet promoting the Stonewall Workplace Equality Index Staff Survey. This included a quote from [REDACTED], Head of Equality & Diversity, which communicated a strong message on bi equality:

"SDS has made tremendous progress in the Stonewall Workplace Equality Index over recent years - not least by being named Scotland's top employer in 2020. Our position recognises SDS's commitment to being a supportive and welcoming workplace for lesbian, gay, bisexual and trans, including non- binary people, and our priorities around broader equality, diversity and inclusion.

To help SDS continue its progress in equality and diversity, I would invite all colleagues to please take part in the survey"

C. Describe the communication and who it was delivered to (max. 200 words). Please include the job title of the senior leader, as well as specific dates or time periods.

An all staff communication was published on 1 September 2021 on our all staff intranet promoting the Stonewall Workplace Equality Index Staff Survey. This included a quote from [REDACTED], Head of Equality & Diversity, which communicated a strong message on trans equality, explicitly including non-binary equality:

"SDS has made tremendous progress in the Stonewall Workplace Equality Index over recent years - not least by being named Scotland's top employer in 2020. Our position recognises SDS's commitment to being a supportive and welcoming workplace for lesbian, gay, bisexual and trans, including non-binary people, and our priorities around broader equality, diversity and inclusion.

To help SDS continue its progress in equality and diversity, I would invite all colleagues to please take part in the survey."

D. Describe the senior leader's involvement in this (max. 200 words). Please include the job title of the senior leader, as well as specific dates or time periods.

An LGBT inclusion strategy was created based on the detailed feedback from our 2020 WEI submission. This included specific improvement actions for a range of directorates across the organisation. This strategy was agreed and signed off by [REDACTED] Director of HR, on 12 January 2021. Specific actions from the strategy were then shared with the appropriate directorates and progress was reviewed through regular working group meetings.

E. Describe the senior leader's involvement in this (max. 200 words). Please include the job title of the senior leader, as well as specific dates or time periods.

On 18th February 2021, the Remuneration and HR Board Committee, attended by [REDACTED] Director of HR and [REDACTED] Board Equality Champion approved our equality outcome in relation to the specific action to "Continue to demonstrate SDS as a best practice LGBT-inclusive employer with a focus on intersectionality with our Stonewall WEI ranking being one of the measures." In addition, on 3rd June 2021, the same committee received a presentation from [REDACTED] Equality & Diversity Adviser, on SDS's workforce diversity analysis, broken down by all protected characteristics, including sexual orientation and trans. This showed that we had more than doubled the percentage of LGBO+ employees since 2017.

G. Describe the event and the senior leader's message (max. 200 words). Please include job titles, as well as specific dates or time periods.

[REDACTED], Head of Equality and Diversity attended our Digital Pride event on 17 June 2021 and shared his lived experience and actively contributed to the discussion. [REDACTED] particularly highlighted the importance of allies which was felt to be important for staff in rural areas as well as how we deliver services.

Please upload screenshots of communications, if applicable

[5.2 A B C Stonewall Survey.docx](#)

Filename: 5.2 A B C Stonewall Survey.docx **Size:** 184.5 kB

5.3 Does the organisation have measures in place to ensure that senior leader activity reaches employees in all locations?

Guidance:

- This should be consistent work to ensure activity can reach all employees.
- This might include:
 - Ensuring activities are carried out by senior leaders in all regions or UK nations that you operate in.
 - Ensuring that speeches at internal LGBT events are recorded and distributed digitally.
 - Ensuring that senior leader messages are written as well as verbal.
- You should consider dispersed workforces (for example those in retail stores or without regular access to IT), employees who work from home, and employees across all UK nations that you operate in.
- If you only have one location or building, you should consider the needs of employees who work remotely or away from desks.
- You should provide at least two examples of measures you have in place.

Yes

Describe at least two measures in place and how they are formalised (max. 500 words).

SDS has an ongoing programme of Senior Leadership Engagement Programme calls. This was introduced during the pandemic restrictions to ensure that employees in all locations had regular access to senior leader activity. These calls are open to all SDS employees, and all employees are encouraged to sign up via the SDS Academy. All calls are recorded to enable the widest possible access. One of these calls focused on Equality, Diversity and Inclusion - This was delivered on 10 June 2021 by [REDACTED] Director of National Training Programmes; [REDACTED], Head of Equality and Diversity; [REDACTED] Director of HR; and [REDACTED] Equality & Diversity Adviser. There was provision for employees to submit questions in advance, as well as raise questions during the call. The call was also recorded and made available on our all colleague intranet, to ensure that senior leader activity reaches employees in all locations and that any colleagues who were unable to attend, were able to listen to the call and discussions. Over 200 employees participated on the call and monitoring is ongoing regarding number of employees who accessed the recorded event.

5.4 Does the organisation require all senior leaders and line managers to meet an inclusion-based competency on recruitment?

Guidance:

- This should be a standard competency in all job descriptions and/or a mandatory question in all interviews.
- This does not need to just be one standard question - you can provide a range of competencies and/or interview questions for the recruiting team to choose from.
- This should include internal promotions as well as external appointments.
- This does not need to be LGBT specific.

A. Yes, all senior leaders and line managers

Copy and paste the standard competency or interview question wording.

Our standard inclusion-based competency for all senior leader and line manager roles is: "Equality & Diversity - The ability to demonstrate commitment to advancing equality of opportunity, challenging discrimination and valuing the diversity of colleagues, customers, partners and stakeholders. Champion a culture of dignity and respect through use of appropriate language and behaviours and treating everyone fairly."

We have a bank of interview questions which assess this inclusion-based competency. An example of an interview question which assesses this inclusion-based competency is: "Can you give us an example of a time when you have demonstrated leadership in respect of promoting equality and diversity in your team? What approach did you take and what was the outcome?"

Describe how inclusion-based competencies are implemented across all roles (max. 200 words).

SDS requires all senior leaders and line managers to meet an inclusion-based competency on recruitment. In 2020, we introduced a mandatory inclusion-based essential criteria in all job descriptions for new senior leader roles. This approach has now been extended for all new line manager positions. As well as having a standard essential criteria in these job descriptions, we also introduced an inclusion-based competency for all interviews with a range of questions which can be used during interview.

5.5 Does the organisation require all senior leaders and line managers to have an inclusion-based objective?

Guidance:

- This should be a standard practice across all performance appraisal structures and documents.
- You do not need to provide template wording, but best practice is to provide a range of objectives senior leaders and line managers might consider based on their roles.
- This does not need to be LGBT specific.

C. No

Section 6: Monitoring

Completed - 1 Oct 2021

Form for "Section 6: Monitoring"

This is my form.

Section 6: Monitoring

This section examines how the organisation uses monitoring to understand the representation and experiences of its LGBT employees. The questions scrutinise data collection methods, analysis and outcomes.

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 through diversity monitoring forms and/or systems?

Guidance:

- The question wording should be in line with latest good practice. Please speak to your account manager if you are unsure of this.
- You should use the same good practice question wording across all diversity monitoring forms and systems. Please state in your description if different question wording is used elsewhere.

Yes

Copy and paste the question you ask and the options employees can select (max. 500 words).

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 wording is used across all forms and systems that ask diversity monitoring questions.

What proportion of employees have answered this question on your HR system?

Guidance:

- This should be from an HR system, not an anonymous staff survey.
- The proportion should not include those who prefer not to say.

90-100%

Upload an analysis report demonstrating the declaration rate.

Note that this must not contain individual responses or personally identifiable data.

[6.1 Employees by sexual orientation.docx](#)

Filename: 6.1 Employees by sexual orientation.docx Size: 159.4 kB

Provide a brief description of the report you have uploaded (max. 200 words).

This table is an extract from the SDS Equality and Diversity Mainstreaming Report, page 59:
<https://www.skillsdevelopmentscotland.co.uk/media/47776/equality-report-2021-final-050521-2.pdf>.

This illustrates the breakdown of employees by sexual orientation, taken from our HR System, and shows the high declaration rates as well as an analysis of the trends since 2017.

6.2 Does the organisation gather data on employee gender, inclusive of non-binary identities, through diversity monitoring forms and/or systems?

Guidance:

- The question wording should be in line with latest good practice. Please speak to your account manager if you are unsure of this.
- You should use the same good practice question wording across all diversity monitoring forms and systems. Please state in your description if different question wording is used elsewhere.

Yes

Copy and paste the question you ask and the options employees can select (max. 500 words).

How would you describe your gender identity?

Man

Woman

In another way

Prefer not to say

This is used for all employee diversity monitoring.

What proportion of employees have answered this question on your HR system?

Guidance:

- This should be from an HR system, not an anonymous staff survey.
- The proportion should not include those who prefer not to say.

90-100%

Upload an analysis report demonstrating the declaration rate.

Note that this must not contain individual responses or personally identifiable data.

[6.2 gender identity analysis.docx](#)

Filename: 6.2 gender identity analysis.docx Size: 133.5 kB

Provide a brief description of the report you have uploaded (max. 200 words).

The document attached is an extract of the workforce analysis covering all protected characteristics, which shows the gender identity of employees at SDS. This is completed to inform our Equality & Diversity Mainstreaming Report.

6.3 Does the organisation gather data on employee trans status through diversity monitoring forms and/or systems?

Guidance:

- The question wording should be in line with latest good practice. Please speak to your account manager if you are unsure of this.
- You should use the same good practice question wording across all diversity monitoring forms and systems. Please state in your description if different question wording is used elsewhere.

Yes

Copy and paste the question you ask and the options employees can select (max. 500 words).

Have you ever identified as trans or transgender?

Yes

No

Prefer not to say

This wording is used across all forms and systems that ask diversity monitoring questions

What proportion of employees have answered this question on your HR system?

Guidance:

- This should be from an HR system, not an anonymous staff survey.
- The proportion should not include those who prefer not to say.

90-100%

Upload an analysis report demonstrating the declaration rate.

Note that this must not contain individual responses or personally identifiable data.

[6.3 Employee by gender reassignment.docx](#)

Filename: 6.3 Employee by gender reassignment.docx Size: 164.7 kB

Provide a brief description of the report you have uploaded (max. 200 words).

This table is an extract from the SDS Equality and Diversity Mainstreaming Report, page 61:
https://www.skillsdevelopmentscotland.co.uk/media/47776/equality-report-2021_final_050521_2.pdf.

This illustrates the breakdown of employees by trans status, taken from our HR System, and shows the high declaration rates as well as an analysis of the trends since 2017

Due to GDPR compliance, we are not able to display figures where the value is under 10, therefore the figures responding "Yes" have been asterisked.

6.4 Does the organisation monitor and analyse success rates from application to appointment across the following characteristics? Tick all that apply.

Guidance:

- This refers to external appointments to the organisation.
- You should compare applicant diversity forms to new starter diversity forms.
- Analysis should have taken place in the past two years.
- A - note that you will only be eligible for marks if you have been awarded marks in 6.1.
- B - note that you will only be eligible for marks if you have been awarded marks in 6.2.
- C - note that you will only be eligible for marks if you have been awarded marks in 6.3.

Responses Selected:

A. Sexual orientation

B. Gender

C. Trans status

A: Upload the most recent report showing analysis by sexual orientation.

Note that this must not contain individual responses or personally identifiable data.

[6.4 A Sexual Orientation ERAR.docx](#)

Filename: 6.4 A Sexual Orientation ERAR.docx Size: 149.3 kB

B: Upload the most recent report showing analysis by gender.

Note that this must not contain individual responses or personally identifiable data.

[6.4 B Gender ERAR.docx](#)

Filename: 6.4 B Gender ERAR.docx Size: 151.2 kB

C: Upload the most recent report showing analysis by trans status.

Note that this must not contain individual responses or personally identifiable data.

[6.4 C Trans ERAR.docx](#)

Filename: 6.4 C Trans ERAR.docx Size: 72.5 kB

Describe who the analysis was seen by and what action was taken (max. 500 words).

The document attached is an extract of the yearly 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 the HR senior management team and any improvement actions agreed.

The report demonstrates that LGBT people were not less likely than non-LGBT people to be shortlisted or successful in 2021. As a result of this, an action was taken to analyse recruitment statistics over the last 5 years for sexual orientation, trans, and gender, as well as other protected characteristics, to identify trends, what initiatives have had a positive impact, and any further action required. Some figures may be hidden as per guidance from EHRC so no one can be identified and to comply with GDPR legislation.

6.5 Does the organisation monitor and analyse the number of employees at different pay grades across the following characteristics? Tick all that apply.

Guidance:

- This can be analysis looking at pay grades, pay rates and/or seniority levels.
- The data should be collected through your HR system, rather than an anonymous staff survey.
- Analysis should have taken place in the past two years.
- A - note that you will only be eligible for marks if you have been awarded marks in 6.1.
- B - note that you will only be eligible for marks if you have been awarded marks in 6.2.
- C - note that you will only be eligible for marks if you have been awarded marks in 6.3.

Responses Selected:

A. Sexual orientation

B. Gender

C. Trans status

A: Upload the most recent report showing analysis by sexual orientation.

Note that this must not contain individual responses or personally identifiable data.

[6.5 A Sexual Orientation Grade Analysis.docx](#)

Filename: 6.5 A Sexual Orientation Grade Analysis.docx Size: 22.8 kB

B: Upload the most recent report showing analysis by gender.

Note that this must not contain individual responses or personally identifiable data.

[6.5 B Gender Grade Analysis.docx](#)

Filename: 6.5 B Gender Grade Analysis.docx Size: 186.9 kB

C: Upload the most recent report showing analysis by trans status.

Note that this must not contain individual responses or personally identifiable data.

Describe who the analysis was seen by and what action was taken (max. 500 words).

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 by grade however from the last report there were under 5 trans employees, so it was not possible to undertake without contravening GDPR. The next report is due in March 2022.

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 ongoing increase in disclosure.

6.6 When running staff satisfaction surveys, does the organisation break down and analyse the satisfaction of employees by the following characteristics? Tick all that apply.

Guidance:

- This can be done by collecting diversity data on a staff satisfaction survey.
- Data collection and analysis should have taken place in the past two years.
- A - note that you will only be eligible for marks if you have been awarded marks in 6.1.
- B - note that you will only be eligible for marks if you have been awarded marks in 6.2.
- C - note that you will only be eligible for marks if you have been awarded marks in 6.3.

Responses Selected:

A. Sexual orientation

B. Gender

C. Trans status

A: Upload the most recent report showing analysis by sexual orientation.

Note that this must not contain individual responses or personally identifiable data.

[6.6 A - Sexual orientation.png](#)

Filename: 6.6 A - Sexual orientation.png Size: 64.3 kB

B: Upload the most recent report showing analysis by gender.

Note that this must not contain individual responses or personally identifiable data.

[6.6 B - Gender.png](#)

Filename: 6.6 B - Gender.png Size: 38.3 kB

C: Upload the most recent report showing analysis by trans status.

Note that this must not contain individual responses or personally identifiable data.

[6.6 C - Trans status.png](#)

Filename: 6.6 C - Trans status.png Size: 36.1 kB

Describe who the analysis was seen by and what action was taken (max. 500 words).

Analysis was carried out by the in-house Evaluation and Research team and shared with HR, senior directors, and the SDS employee engagement task group. As there were no specific LGBT issues identified from this survey, the business has continued to build on actions from previous work. This includes continuing to raise awareness of potential barriers faced by LGB and T individuals. Much of this work has been done through internal learning modules and the work of the LGBT + Allies Forum.

6.7 Which of the following activities has the organisation carried out in the last year to improve confidence in LGBT monitoring and boost declaration rates? Tick all that apply.

Guidance:

- A, B and C - communications must be available to all employees, not just your LGBT employee network group.
- D and E - definitions can be included within the questions themselves, with a link to a glossary, or within communications promoting the monitoring exercise.
- Evidence could include screenshots of the relevant communications or monitoring questions.

Responses Selected:

A. Communicated why LGBT monitoring matters

B. Provided information about confidentiality and data security

Upload evidence for each option.

[6.7 A Diversity Monitoring.docx](#)

Filename: 6.7 A Diversity Monitoring.docx Size: 96.2 kB

Provide a brief description of the communication and how it was shared with employees (max. 200 words). Please include specific dates or time periods.

A - This is included when asking colleagues for diversity monitoring information, an extract is attached.

B - At the start of our online survey, which was sent out on 28th October 2020, we stated the following about confidentiality and data security:

“Please read the information below on how we will use this data: Any information you provide will be held in confidence. Only the Evaluation and Research team will have access to your individual responses. Please be assured that your answers will be treated as confidential and no individual will be identified from their response.”

We then also provide additional information about why monitoring data is collected:

“The following questions ask for some background details about you. This information will help improve our understanding of working at SDS for different groups in the organisation. Your responses will be treated as confidential and will not be used to identify individuals. Responses to these question will NOT be shared at the Directorate or Team level.”

This is also detailed in both when colleagues are asked about diversity monitoring (see evidence for section A) and when asking colleagues to update their diversity information, we also state:

“This is something we place great importance on because it is only by understanding the diversity of our workforce that we can ensure that we support everyone and be an inclusive employer of choice. For example, we may not be accurately recording the number of disabled colleagues we have in the organisation, if they have developed a disability since originally completing their diversity details.

The information you provide is completely confidential, if you have any concerns or questions about providing this information, please contact equality@sds.co.uk.”

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

6.8 For apprenticeships, does the organisation monitor and analyse success rates from application to appointment across the following characteristics? Tick all that apply.

Guidance:

- Please only answer this question if the organisations has apprenticeships in the UK
- You should compare applicant diversity forms to new starter diversity forms.
- Analysis should have taken place in the past two years.
- A - note that you will only be eligible for marks if you have been awarded marks in 6.1.
- B - note that you will only be eligible for marks if you have been awarded marks in 6.2.
- C - note that you will only be eligible for marks if you have been awarded marks in 6.3.

No Responses Selected

A: Upload the most recent report showing analysis by sexual orientation.

Note that this must not contain individual responses or personally identifiable data.

B: Upload the most recent report showing analysis by gender.

Note that this must not contain individual responses or personally identifiable data.

C: Upload the most recent report showing analysis by trans status.

Note that this must not contain individual responses or personally identifiable data.

Describe who the analysis was seen by and what action was taken (max. 500 words).

(No response)

Section 7: Supply chains

Completed - 1 Oct 2021

Form for "Section 7: Supply chains"

This is my form.

Section 7: Supply chains

This section examines how the organisation affects change in its supply chain. The questions scrutinise the steps taken to ensure suppliers are LGBT-inclusive, from tendering new suppliers to monitoring current contracts.

7.1 Before awarding a contract, does the organisation scrutinise the following in the tender process? Tick all that apply.

Guidance:

- This can be limited to more major contracts, but you must explain how contracts are prioritised systematically.
- The description should include how the procurement team is trained to scrutinise each of these areas.

Responses Selected:

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

Describe the selected options below (max. 500 words per option).

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.”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....

Describe how teams with procurement responsibilities are trained on these requirements (max. 200 words).

Within SDS our Equality and Diversity colleagues are involved in setting the evaluation questions and evaluating the tender responses. Procurement colleagues are trained on these requirements through accessing, reviewing and understanding the EHRC guidance on how to include ED&I within procurement processes.

7.2 When a potential supplier does not meet LGBT inclusion scrutiny, how does the organisation respond? Select one option.

Guidance:

- This can be limited to more major contracts, but you must explain how contracts are prioritised systematically.
- Options A and B are worth an equal number of points.
- A and B - there should be clear and consistent criteria for when either of these steps will be taken.

A. By not awarding the contract

Describe how this decision is reached (max. 500 words).

A - Details are provided to unsuccessful suppliers on areas of improvement as part of the scoring criteria and if applicable this would include Equality, Diversity, and Inclusion, and any relevant LGBT issues.

7.3 Once a contract is awarded, how does the organisation hold the supplier to account? Tick all that apply.

Guidance:

- This can be limited to more major contracts, but you must explain how contracts are prioritised systematically.
- A - this does not have to be specifically for LGBT related issues but should be inclusive of them.
- B - this might be internal or external, depending on the nature of the supplier. For example, if they employ your frontline staff, this should involve monitoring service user feedback and complaints.

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 selected options below (max. 500 words per option).

A - 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 LBGT+.

B - 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.

Guidance:

- A - this can developing and running training together, or sharing your existing training with the supplier.
- B - for major contracts, this could include inviting procured staff to join your LGBT employee network group.
- C - this should be specific advice that you have given, for example a consultancy session with your Diversity & Inclusion team on setting up an LGBT employee network group. This could also include period roundtables with your major suppliers on specific topics.

Responses Selected:

A. Held joint LGBT diversity and inclusion training

B. Invited suppliers' employees to take part in LGBT employee network group events

C. Advised on LGBT inclusion initiatives

Describe the selected options below (max. 300 words per option). Please include specific dates or time periods.

A - We have been working with Scottish Trans Alliance to develop e-learning in relation to trans training. This training will support our training providers in better understanding of trans related information, which should enable them to be more confident in supporting trans individuals within Apprenticeship programmes. At the time of the submission of this report, the e-learning has not yet been published.

B - All contractors based within the organisation have been invited to join our LGBTI+ Allies Group and are subsequently included in all network group activity.

C - 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. 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: External engagement and service delivery

Completed - 1 Oct 2021

Form for "Section 8: External engagement and service delivery"

This is my form.

Section 8: External engagement and service delivery

This section comprises of three parts:

- Part 1 (Community Engagement) examines the outreach activity of the organisation and how it supports wider LGBT communities.
- Part 2 (Sector Engagement) examines how the organisation promotes LGBT equality to other organisations in its sector.
- Part 3 (Service Delivery) examines how the organisation ensures it meets the needs of its service users or customers.

Organisations that have individual service users, customers, members or audience members must complete all parts. Organisations that don't will only complete parts 1 and 2. Scores are weighted so that the same number of points is available for both groups of organisations.

Does your organisation have individual service users, customers, members or audience members?

If you aren't sure, please speak to your account manager or email memberships@stonewall.org.uk.

Yes

Part 1: Community engagement

8.1 In the past year, has the organisation supported LGBT community groups in the following ways? Tick all that apply.

Guidance:

- An LGBT community group could include LGBT Pride organisations, LGBT equality charities, LGBT youth groups or grassroots LGBT networks.
- Your support can be in collaboration with other employers in your sector or region, but you must evidence the role of your organisation.
- Your support can be led by any part of your organisation, including your LGBT employee network group.
- Your support can be directly financial (e.g. event sponsorship) or in-kind (e.g. your digital team developing a group's website)
- For B, C and D, you can evidence supporting a specific initiative within a wider LGBT group (for example, for B, funding a bi-specific strand of an LGBT Pride event).
- D - this should be a group or initiative engaging with LGBT communities that experience multiple forms of marginalisation, for example LGBT people of colour, LGBT disabled people or older LGBT people.
- More marks are awarded for higher grades of work. You will be given marks for the highest awarded grade for each sub-question (A, B, C, D), but you should provide evidence for all applicable grades.
- Example of grade 1: Providing space for a group's event
- Example of grade 2: Funding a local Pride's series of events throughout one year, or developing a group's website for multiple years
- Example of grade 3: Supporting a group's programme of activity for three years, including sponsorship, skill sharing and providing event space

	Grade 1: One-off financial/in-kind support	Grade 2: Support for one year or support of one kind for more than a year	Grade 3: Partnership of a year or more with multiple forms of support, supporting a group's long-term sustainability	None
A. LGBT group or initiative	✓	✗	✗	✗
B. Bi-specific group or initiative	✗	✗	✗	✗
C. Trans-specific group or initiative	✗	✗	✗	✗

D. Intersectional group or initiative	X	X	X	X
---------------------------------------	---	---	---	---

Describe each option selected (max. 300 words per option). Please include specific dates or time periods.

On 18th December 2020, we donated £195 to LGBT Youth Scotland. This included a range of fundraising events including Purple Friday and other activity and fundraising, and was organised via the LGBTI+ Network group. The fundraising certificate was shared with network members to reinforce the results of their hard work.

8.2 In the past year, has the organisation utilised its social media accounts and online presence to demonstrate support of the following? Tick all that apply.

Guidance:

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

Responses Selected:

A. LGBT equality

B. Bi equality

D. Trans equality

A: Upload screenshots of social media activity.

[8.2 A LGBT Purple Friday 2021 - LinkedIn and Twitter post.docx](#)

Filename: 8.2 A LGBT Purple Friday 2021 - LinkedIn and Twitter post.docx Size: 892.7 kB

B: Upload screenshots of social media activity.

[8.2 B BiVisibility Day Twitter 2021.JPG](#)

Filename: 8.2 B BiVisibility Day Twitter 2021.JPG Size: 87.7 kB

D: Upload screenshots of social media activity.

[8.2 D Transgender Day of Visibility 31 March 2021 - LinkedIn and Twitter post.docx](#)

Filename: 8.2 D Transgender Day of Visibility 31 March 2021 - LinkedIn and Twitter post.docx **Size:** 144.6 kB

A: Provide the date of this activity.

26 Feb 2021

B: Provide the date of this activity.

23 Sep 2021

D: Provide the date of this activity.

31 Mar 2021

8.3 In the past year, has the organisation supported LGBT equality campaigns?

Guidance:

- This must be an external equality campaign and your support must reach beyond social media and internal awareness-raising activities.
- Examples might include promoting an anti-HBT (homophobic, biphobic and transphobic) bullying campaign or taking part in the Rainbow Laces campaign.

Yes

Describe how the organisation has support LGBT equality campaigns (max. 500 words). Please include specific dates or time periods.

SDS supported the Rainbow Laces campaign. [REDACTED] (careers adviser) arranged an event for Rainbow Laces Day on 9th December 2020. The event included a step count challenge, promoting positive mental health and sport being everyone's game. Information was shared by email and Yammer and this was the first time this event had been organised 'digitally'. Participants were encouraged to share photos on social media outlets. This was subsequently shared on the front page of our Employee Intranet, and all colleague Yammer Group, as well as a range of external communications including Social Media.

Copy of Article Below:

"Show your colours for LGBTI inclusion this winter - Published 16th November 2020

Rainbow Laces is an annual celebration of LGBTI inclusion in sports and leisure. It doesn't matter if it's a team game, an individual pursuit or simply exercising for health - everyone should feel included and safe in sports.

This year, we also want to make it a part of our North Pole Challenge. Colleagues from across SDS have been logging their running and walking miles on Strava to help us 'reach the North Pole'.

So why not take some colour on the journey? Post your pics to the Winter Wellbeing gallery and on the Life at SDS - Wellbeing Yammer Community. Make sure to tag your posts with #RainbowLaces too and we'll share them to SDS's social media pages.

To learn more about how we can make sport everyone's game and the aims of the campaign, visit Stonewall online.

Get involved

If you would like to become one of our LGBTI Allies, join our community on both Connect and Yammer. You'll be kept up to date with news, info and topical issues from colleagues across SDS."

In addition, SDS supported IDAHOBIT, anti HBT bullying campaign on 17 May 2021, which included a variety of promotions, including four Twitter Posts, and one LinkedIn post.

Part 2: Sector engagement

8.4 In the past year, has the organisation promoted LGBT equality in its sector?

Guidance:

- This can include co-organising sector network activity, as well as other Diversity and Inclusion initiatives and events.

Yes

**Describe how the organisation has promoted LGBT equality in its sector (max. 500 words).
Please include specific dates or time periods.**

-SDS promoted LGBT Equality in the wider public sector (Non-Departmental Public Bodies) by sharing LGBT best practice. On the 18th November 2020, SDS presented to the Scottish Enterprise LGBT Staff Network Group on approaches to the Stonewall WEI. We have also shared LGBT best practice in relation to policy guidance for colleagues transitioning to a number of organisations in the Scottish Non-Departmental Public Body Equality Forum, of which SDS is a member.

-SDS delivers Scotland's National all-age Careers Service, and one way in which we promoted LGBT equality in the wider Careers Service was that one of our trans Careers Adviser colleagues submitted an entry on how ethical and inclusive career guidance can support the transgender community for NICEC Bill Law Memorial Award (Dundee). This was shared in September 2020, although we did not win the award.

Part 3: Sector delivery

8.5 In the past year, has the organisation examined service user or customer journeys to ensure there are no barriers to LGBT people accessing products or services?

Guidance:

- This should be a formal mapping process of the touch points between the service user/customer and the service/product.
- This should look at a different service user or customer journey to previous submissions within this or the last cycle, for example examining a different area of the business.

Yes

Describe the process by which you examined the customer journey (max. 500 words). Please include specific dates or time periods.

SDS has two key customer groups and below is detail of how both have been examined

Careers, Information Advice & Guidance (CIAG)

We have continued to review our guidance on changing customer records of trans customers and the considerations around this, incorporating good practice and identified improvements.

Another focus from our review of our customer journey for LGBTI+ individuals is their experience of our CIAG services, particularly how our support for them to develop their Career Management Skills considers any potential impact of their LGBTI+ identity. To support this, we are developing a network of Equality Practice Coaches (EPCs) to provide an equality lens to our professional practice across CIAG. This network will include EPCs with a specific focus on sexual orientation and others with a focus on transgender. We are currently selecting colleagues for this network and have put an emphasis on encouraging those with lived experience of equality factors to apply, including LGBTI+ colleagues.

National Training Programmes

Skills development Scotland deliver National Training Programmes on behalf of the Scottish Government, this includes Modern, Foundation and Graduate Apprenticeships.

We examine the customer journey for apprentices through ongoing engagement with our National Training Providers. Any equality related issues or questions are directed to the National Training Programmes equality team. It was recognised that there were a number of questions being raised in relation to individuals preferred names and gender, with there being limited guidance to support providers and learners on the process for what they could input into the system.

Describe the outcome and impact (max. 500 words). Please include specific dates or time periods.

Careers, Information, Advice & Guidance

Consideration of the customer journey for LGBTI+ individuals with our CIAG services led us to focus on the way we ensure that our customer records reflect the information we need to respect and use the chosen names and pronouns of trans customers across our relationship and engagements with them.

In addition, a new field to improve recording of personal pronouns is being added to our customer record system. This improvement was identified and actioned through the LGBTI+ Allies network in May 2021, and aligns with the rest of our work across SDS to raise awareness and use of personal pronouns.

National Training Programmes

In recognition of the questions being raised, and to ensure our systems and processes are as inclusive as possible in relation to this key area, we have been working with the Scottish Trans Alliance, and LGBT Youth Scotland to develop guidance for e-learners and providers. This information will be published before the end of 2021.

8.6 Does the organisation collect LGBT monitoring information on service users or customers for the following analysis? Tick all that apply.

Guidance:

- You should demonstrate how you collect the data and how it is analysed.
- This should break down the experiences of service users and customers by sexual orientation, gender and trans status.

Responses Selected:

A. Assessing whether LGBT people are accessing your services

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

Copy and paste the questions you ask and the options service users/customers can select (max. 500 words).

A - For our Careers Information, Advice and Guidance (CIAG) service users, we capture gender identity, including a "prefer to a self-define" option in our customer database.

For our National Training Programmes service users, we also collect participation and achievement data across sexual orientation and transgender for Modern Apprentices and for Graduate Apprentices. We do not collect this information in relation to Foundation Apprentices as these individuals are still school pupils.

The diversity monitoring questions for service users are copied below:

Which of the following options best describes how you think of yourself?

Bisexual

Gay/lesbian

Heterosexual/straight

Other

Prefer not to say

Have you ever identified as trans or transgender?

Yes

No

Prefer not to say

B - In equality monitoring in our CIAG research & evaluation, we ask questions about gender identity, identifying as transgender and about sexual orientation. This includes our customer feedback for adult customers and our Senior Phase survey about our service offer in schools (this is only sent to those aged 16 years +). Questions are further detailed below. We collect feedback from our services users through satisfaction and perception measures. These surveys include:

-Young Peoples Careers Ambitions Survey

-Pupils Voice (this was not carried out during 2020 due to the pandemic)

-Apprenticeship Outcomes survey (planned for October 2021).

Our surveys ask the following monitoring questions:

Which of the following options best describes your sexual orientation?

Bisexual

Gay/lesbian

Heterosexual/straight

Other

Prefer not to say

Have you ever identified as trans or transgender?

Yes

No

Prefer not to say

Below is a selection of the information we collect from service users:

"How much do you agree or disagree with the following statements about the careers support you received in school?"

I was supported to make my own decisions and take control of my career path

I was encouraged to aim high for my future career

I was encouraged to explore a wide range of learning and career options

The Careers Adviser understood me and the support I needed

The Careers Adviser helped me to identify my skills, strengths and achievements

The Careers Adviser helped me to make a plan of things I would do

I was satisfied with the amount of careers support I received in school

I was encouraged to challenge stereotypes, such as ideas of "traditional" male or female jobs

Describe the process of collecting and analysing the data (max. 500 words).

A - Information for Modern and Graduate Apprentices in relation to sexual orientation and trans is reviewed annually and used for internal planning and continuous improvement purposes

B - In the Young People's Career Ambitions Survey, two cohorts were targeted for feedback; young people that left school in 2018/19 and those that left in 2019/20. This allowed for comparisons to be made between those that left prior to COVID and those that left at the onset of the pandemic.

The online survey used embedded data taken from SDS' customer database (CSS) to ensure that the respondents' background characteristics were collected. Background characteristics included age, postcode (SIMD), local authority, school, and level of service/engagements with their Careers Adviser.

Within the survey several demographic/equality characteristics were collected from young people, including gender, ethnicity, religion, disability, care experience, sexual orientation, trans history, and caring responsibilities. Individual identities of respondents were kept strictly confidential, and all survey data was anonymised at the reporting phase in line with GDPR guidelines.

The data collection phase was conducted over a 6-week period starting in October 2020. All school leavers in the sampling frame over the age of 16 across Scotland for whom we held a valid email address, and who have not opted out of being contacted for marketing/research purposes, were invited to complete the survey through the email distribution pathway. A total of 4,040 young people responded to the survey.

Sub-group analysis by demographical/equality characteristics was undertaken where sample size allowed. The feedback was analysed using data analytical software (SPSS) and re-weighted to ensure that the reporting of results was representative of the school leaver population in Scotland.

.

A: Upload an analysis report from last three years.

[8.6 A Sexual Orientation Trans NTP EqIA.docx](#)

Filename: 8.6 A Sexual Orientation Trans NTP EqIA.docx **Size:** 217.4 kB

B: Upload an analysis report from last three years.

[8.6 B Analysis Report.docx](#)

Filename: 8.6 B Analysis Report.docx **Size:** 26.1 kB

8.7 Does the organisation systematically monitor LGBT-related complaints made by service users or customers?

Guidance:

- You should demonstrate how the complaints process is communicated, how you collect the data and how it is analysed.

Yes

Describe the process (max. 500 words).

SDS's complaint process is communicated through a range of channels to ensure that it's accessible to all customers and service users. This includes clear access on our corporate website, and the development of customer complaint leaflets, available in centres, schools and online, shown in the following link: <https://www.skillsdevelopmentscotland.co.uk/media/43978/sds-external-complaints-leaflet-2021.pdf>

Any complaints made by customers and service users are systematically monitored through our customer complaints procedure, which is advertised on our corporate website. Through this, we enable complaints to be categorised, including the opportunity to identify if the complaint is related to bias or discrimination. This would capture any LGBT-related complaints made by service users or customers. Within the last year, there have been no LGBT-related complaints, therefore there is no analysis report available in relation to LGBT-related complaints.

Where inappropriate behaviour is witnessed by someone who is not an SDS employee but a client or third party using or accessing our services or offices, concerns can be raised using the Customer Complaints Policy which would then be passed to the appropriate team and managed internally using our Code of Conduct and where appropriate the SDS Disciplinary Policy and Procedure.

Upload an analysis report from the last year.

8.8 Does the organisation enable non-binary service users or customers to have their identities recognised on all systems?

Guidance:

- This might include providing gender options other than male and female and providing gender-neutral title options, such as Mx.
- You will only receive a mark for gender-neutral title options if you collect no other gender marker data.

Yes

Describe how non-binary identities are recognised on systems (max. 500 words).

For our National Training programmes, we enable non-binary customers to have their identities recognised on all systems across Foundation Apprenticeships, Modern Apprenticeships and Graduate Apprenticeships. We don't use titles but customers can identify as male, female, in another way, or prefer not to say.

For our Careers, Information, Advice and Guidance (CIAG), we enable non-binary customers to have their identities recognised through CSS, our customer database. We ensure that our customer records reflect the information we need, to respect and use the chosen names and pronouns of trans and non-binary customers across our relationship and engagements with them. We have continued to review our guidance on changing customer records of trans and non-binary customers and the considerations around this, incorporating good practice and identified improvements. In addition, a new field to improve recording of personal pronouns is being added to our customer record system. This improvement was identified and actioned through the LGBTI+ Allies network and aligns with the rest of our work across SDS to raise awareness and use of personal pronouns.

8.9 Has the organisation consulted with LGBT service users or customers in the past year to tailor services or products to their needs?

Guidance:

- The consultation should have involved lesbian, gay, bi and trans (including non-binary) service users or customers.

Yes

Describe the consultation process (max. 500 words). Please include specific dates or time periods.

Our customer surveys form part of a wider consultation process in which we can gain feedback from groups of service users. In the Young People's Career Ambitions Survey, two cohorts were targeted for feedback; young people that left school in 2018/19 and those that left in 2019/20. This allowed for comparisons to be made between those that left prior to COVID and those that left at the onset of the pandemic.

The online survey used embedded data taken from SDS' customer database (CSS) to ensure that the respondents' background characteristics were collected. Background characteristics included age, postcode (SIMD), local authority, school, and level of service/engagements with their Careers Adviser.

Within the survey several demographic/equality characteristics were collected from young people, including gender, ethnicity, religion, disability, care experience, sexual orientation, trans history, and caring responsibilities. Individual identities of respondents were kept strictly confidential, and all survey data was anonymised at the reporting phase in line with GDPR guidelines.

The data collection phase was conducted over a 6-week period starting in October 2020. All school leavers in the sampling frame over the age of 16 across Scotland for whom we held a valid email address, and who have not opted out of being contacted for marketing/research purposes, were invited to complete the survey through the email distribution pathway. A total of 4,040 young people responded to the survey.

Sub-group analysis by demographical/equality characteristics was undertaken where sample size allowed. The feedback was analysed using data analytical software (SPSS) and re-weighted to ensure that the reporting of results was representative of the school leaver population in Scotland.

In previous years we have been able to collect face to face feedback from our customers. This has not been possible during the past 12 months due to the pandemic.

Describe the outcome and how services were tailored to the needs of LGBT people (max. 500 words). Please include specific dates or time periods.

The results of this survey are currently being shared (September 2021) across SDS as part of the dissemination process. Colleagues will take the findings into consideration as part of service design developments and improvements.

As part of our CIAG Equality Management Group, we have incorporated a 'consultation arm'. This includes LGBT colleagues representing the LGBTI+ Allies network. It allows us to have the voice of lived experience influencing our decision-making and helping us to impact assess on an ongoing basis any planned activity under a range of actions. This ensures we are considering intersectionality of the needs of LGBTI+ customers when taking forward actions focused on other equality factors. The benefit of having LGBTI+ colleagues provide this input is that they come both with lived experience and an in-depth knowledge of the service we provide to our customers and how we do this.

8.10 What percentage of frontline employees have been trained on the needs of LGBT service users or customers? Select the completion rate for the training.

Guidance:

- The training should reach as many frontline employees as possible and be specific to the services they are providing.
- Content should also include the steps frontline employees can take to eliminate discrimination and ensure LGBT service user and customer needs are met.
- Content should explicitly cover lesbian, gay, bi and trans (including non-binary) identities.
- Examples of content you could upload are case studies, e-learning screenshots or PowerPoint presentations.

B. 51 - 75 per cent

Describe how you estimate completion rates (max. 500 words).

Completion rates are estimated in relation to the range of training interventions on the needs of LGBT service users or customers, described below. Participation in a range of these initiatives is monitored through our learning management system, and others are recorded in individual staff records. Although it is difficult to pinpoint exact percentage of frontline staff trained, it is estimated that at least 51-75% of frontline staff have completed at least one of the training interventions outlined below.

Describe the format of the training and the content you have uploaded (max. 500 words).

The Scottish Trans Alliance delivered training for our National Training Programmes and Critical Skills and Occupations frontline staff. The training was delivered online, and specifically covered the needs of LGBT service users or customers. A large proportion of our customer base are young people at school, therefore the training specifically covered the needs of young LGBT people at school. The uploaded content is an extract from this training, which specifically covers lesbian, gay, bi and trans (including non-binary) identities.

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.

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.

In addition, we have trained all Careers Information, Advice and Guidance (CIAG) Equality Management Group members on the needs of LGBTI+ customers. This will be recorded for them to use with their teams, with an accompanying discussion guide.

There were also LGBT sessions on a recent frontline customer Equality Day, which covered a role play and a session on transgender. LGBTI+ was also a specific focus within a wider Active Consideration session. These sessions will be shared more widely through Connect.

LGBTI+ topics were also included in a North Region Equality Event (1-2 September). A North adviser (also a rep on the CIAG EMG) delivered the LGBTI+ session as per west region model. We will be highlighting consideration of the needs of LGBTI+ customers at our upcoming CIAG celebration event - this will cover all CIAG colleagues (except those on leave). It will be the first part of the ongoing CPD and reflective practice that EPCs will take forward over the next year.

Upload the training content.

[8.10 LGBT training.docx](#)

Filename: 8.10 LGBT training.docx Size: 345.6 kB

8.11 Does the organisation have a public-facing policy that bans biphobic, homophobic and transphobic discrimination in its services?

Guidance:

- The policy should clearly state that you will not tolerate discrimination, bullying or harassment on the grounds of sexual orientation or gender identity and/or trans identity. These may be listed along with other protected characteristics.
- The policy should cover incidents towards service users from employees, towards employees from service users, and between service users.
- The policy should include clear information about how to report an incident and how complaints are handled.
- The policy does not need to be published as a formal document and could, for example, be displayed on your website.

No

8.12 In the past year, has the organisation communicated or promoted its services or products as being explicitly LGBT inclusive?

Guidance:

- The communication can be digital or physical.

Yes

Describe the reach of the communication (max. 500 words). Please include specific dates or time periods.

SDS has communicated its services as being explicitly LGBT inclusive through a range of social media communications in the last year. Uploaded are two examples of communications on Twitter, where we have 34.6 thousand followers. This was part of both IDAHOBiT, 17/05/2021 and Bi Visibility Day 23/09/2020, where we took the opportunity to promote our services as LGBT inclusive.

SDS also supported and promoted Perthshire Pride this year, 28 August 2021, through our corporate social media channels.

Upload an example communication.

[8.12 Twitter post IDAHOBiT and BiVisibility day.docx](#)

Filename: 8.12 Twitter post IDAHOBiT and BiVisibility day.docx Size: 532.9 kB

Staff feedback questionnaire

Completed - 1 Oct 2021

Form for "Staff feedback questionnaire"

This is my form.

Staff feedback questionnaire

The Staff Feedback Questionnaire examines the experiences of UK-based employees in your workplace. In the survey, we ask your employees about key indicators of inclusion in your workplace. We use this to understand your LGBTQ+ and non-LGBTQ+ employees' experiences and opinions.

The questionnaire is worth 20 (10%) of the total available points for your submission. 2 marks will be awarded if you provide evidence that you've sent the questionnaire to all staff before the main submission deadline of 5 October 2021. The remaining 18 points are determined by the responses of your employees.

The questionnaire is open until midnight GMT 5 November 2021 and you can circulate it with staff at any time. We would recommend organising a 3-week survey campaign to maximise the number of responses you get. Diversity Champions receive an in-depth analysis report of their staff's feedback. The more staff who respond to the survey, the more useful, detailed and representative this analysis will be for your organisation.

Please contact your account manager or memberships@stonewall.org.uk for your organisation's unique questionnaire link.

Has the staff feedback questionnaire been sent to all staff at your organisation?

Guidance:

- This should include all the staff you can reach digitally to complete the questionnaire.
- Evidence could include a screenshot of an intranet post or internal email.
- You must share the survey with all staff, not just, for example, your LGBT Employee Network Group members.
- This question is worth 2 of 20 points available for the staff feedback questionnaire.

Yes

Upload an all-staff communication promoting the questionnaire.

[Stonewall Staff Feedback Questionnaire 2021 Connect Post.JPG](#)

Filename: Stonewall Staff Feedback Questionnaire 2021 Connect Post.JPG **Size:** 142.7 kB

Additional awards

Incomplete

Form for "Additional awards"

This is my form.

Additional awards (optional)

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

The nominations are longlisted by Stonewall's Workplace team and then shortlisted and awarded by an internal Stonewall panel. Award winners are profiled in Stonewall's Top 100 Employers publications.

Individuals and network groups can still receive an award even if their organisation doesn't achieve a Top 100 ranking or Gold/Silver/Bronze Employer award.

1. Change Maker of the Year

This year we will be celebrating a group of Changemakers of the Year. We want to hear about individuals who have gone above and beyond to create workplaces and communities where every LGBTQ+ person can reach their potential.

This award is open to LGBTQ+ and non-LGBTQ+ individuals.

Your nomination could be:

- An LGBTQ+ network chair who's championed inclusivity in the network and organised a series of events about being an LGBTQ+ person of faith.
- A gay network member who's developed and delivered training on how to be a bi ally.
- A non-LGBTQ+ ally who has proactively embedded trans inclusion in the service they manage.
- A non-binary senior champion who's supported the growth of the network group and shared their experiences at events.

If you would like to nominate an individual for a Change Maker award, please tell us about the great work they've done over the past year. You can complete up to three nominations below. You should tell us how the individual has contributed significantly to LGBTQ+ equality in your workplace and/or the wider community.

It is your responsibility to ensure you have the explicit permission of the individual to share any personal information with Stonewall.

If one of your nominees is chosen by our awards panel, we will work with them to explore their identity and achievements fully for their public profile. None of the nomination information will not be published without their consent.

Change Maker nomination 1 (max. 600 words)

(No response)

Change Maker nomination 2 (max. 600 words)

(No response)

Change Maker nomination 3 (max. 600 words)

(No response)

2. Network Group of the Year

Our second award will be for the Network Group of the Year. We want to hear about network groups that have:

- Provided consistent support to colleagues throughout the COVID-19 pandemic
- Held innovative awareness-raising events
- Worked to make their activities inclusive of and accessible to all LGBTQ+ colleagues
- Supported the organisation to go further on its LGBTQ+ inclusion journey

If you would like to nominate your network group for this award, please tell us about the great work they've done over the past year.

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

Network Group nomination (max. 1000 words)

(No response)

Please tick here to confirm that any nominated individual(s) have given explicit permission to share the personal information contained in this section with Stonewall.

(No response)