EQUALITY FRAMEWORK FOR LOCAL GOVERNMENT

Equality Framework
for local government

Self-assessment guidance **2012 edition**

Key to assessment standards

- 🟢 **Developing**
- 🔵 **Achieving**
- 🔴 **Excellent**

This Equality Framework has been developed by the LGA in conjunction with the sector as a resource to drive improvement through peer challenge and review.

EQUALITY
FRAMEWORK
FOR LOCAL
GOVERNMENT

Knowing your communities

Developing 🟢	Achieving 🔵	Excellent 🔴
Understanding the importance of equality	Developing better outcomes	Making a difference

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Collecting information

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1.1		2.1		3.1
The authority has gathered information on the profile of its communities and the extent of inequality and disadvantage within the local area, and to identify priorities across the authority.	⟶	Relevant and appropriate information is gathered efficiently using a range of techniques, across the authority's area, to identify key equality gaps and inform the authority's corporate policy and strategy.	⟶	The authority has good quality information on the equality profile of its communities and their changing needs, which is regularly updated and used to inform planning and monitor outcomes.

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Questions to ask in self-assessment for knowing your communities: collecting information

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Is the authority clear about what sources of information (both local and national) are relevant and useful? Is the authority aware of what information is already being collected – within services, corporately, or by its partners?	⟶	Are different techniques being deployed to gather data? How is information disaggregated and analysed on the basis of different communities, including those sharing protected characteristics? Are national and regional data used and analysed? Is information from ward councillors gathered in a systematic way? How are equality gaps identified and measured? What databases are used?	⟶	How are changing needs identified, prioritised and met? How often is data gathered? How any are identified gaps in information being addressed?

Analysing and using information				
1.2 🟢		**2.2** 🔵		**3.2** 🔴
Systems are being developed corporately and across services to collect and analyse soft and hard data/intelligence about communities, their needs and aspirations. (Links to 1.15)	⟶	Systems are in place, both corporately and at service / unit level, for the collection, disaggregation and analysis of information and data, to support the assessment and monitoring of local needs and priorities and inform equality objectives and service planning. (Links to 2.5, 2.15, 2.16 and 2.22)	⟶	Equality objectives and outcomes are reviewed and evaluated regularly, corporately and at service level, based on updated equality data. (Links to 3.5)
Questions to ask in self-assessment for knowing your communities: analysing and using information				
Does the authority have systems for collating and analysing the different sets of data being collected? How is information collected by front-line staff or councillors taken account of? How frequently is data gathered and analysed? How is it used to inform the setting of objectives?	⟶	Is information disaggregated in a meaningful way - for example by one or more protected characteristic - and analysed on a regular basis? How is information used to identify and prioritise on the basis of need? Is the authority able to gauge how its communities are changing? How does the authority use information to inform timely and effective decision-making?	⟶	How is the achievement of outcomes measured? What evidence is there of gaps being narrowed? How is performance measured? Have relevant equality objectives been set? Are these regularly monitored?

Sharing information between partners				
1.3 🟢		**2.3** 🔵		**3.3** 🔴
Plans are in place to collect, share and use equality information with partners.	⟶	Relevant and appropriate information and data (including that relating to national data requirements) is mapped, disaggregated and used with partners, to assess needs and priorities and set equality objectives.	⟶	Partners are able to identify how communities are changing and the impact this may have on equality priorities and service planning
Questions to ask in self-assessment for knowing your communities: sharing information between partners				
Is the authority working with its partners to ensure information is shared effectively? How do partners ensure efficient collection of data that avoids duplication?	⟶	Are partners addressing identified gaps in information that is available across different organisations? Is data disaggregated using the same or similar categories? How is the information being shared between partners to inform and achieve equality outcomes?	⟶	Are there robust and effective protocols in place for sharing information between partners? How is the authority working with partners to ensure that changing needs are identified and met? How timely, relevant and accessible is the information that the authority is using?

Leadership, partnership and organisational commitment

Developing 🟢		Achieving 🔵		Excellent 🔴
Understanding the importance of equality		Developing better outcomes		Making a difference

Leadership and vision				
1.4		**2.4**		**3.4**
The authority's political and executive leadership are committed to improving equality outcomes, fostering good relations and respecting human rights.	⟶	Political and executive leaders demonstrate personal knowledge and understanding of local communities and are committed to addressing inequality	⟶	There is a coherent, shared vision of equality for the local area, with clear priorities which have been agreed and understood by all key stakeholders, including the voluntary and community sector. (Links to 2.3, 3.3)
Questions to ask in self-assessment in leadership, partnership and organisational commitment: leadership and vision				
Is leadership on equality demonstrated in a way that is recognised and understood by the authority and local communities?	⟶	Do senior officers and politicians 'walk the talk'? Do they act as ambassadors for the equality agenda? What is their understanding and how does it inform their priorities and objectives?	⟶	Do senior officers and politicians own and articulate a clear local narrative about local equality priorities and how and why they are being addressed?

Organisational and partnership commitment		
1.5 🟢	**2.5** 🔵	**3.5** 🔴
Officers and politicians have a basic understanding of what 'equality' means and why it matters locally. Partnership working arrangements are being reviewed with the voluntary and community sector and the wider community to ensure that local equality priorities are addressed (Links to 1.6 and 1.15)	Shared equality priorities, objectives and outcomes for the local area are understood and acted on at all levels within the organisation. (Links to 2.7, 2.16)	The authority can demonstrate success in working with partners in the public, private, community and voluntary sectors to meet a range of equality objectives, which are reviewed on a regular basis. (Links to 3.6, 3.16, 3.17)
Questions to ask in self-assessment in leadership, partnership and organisational commitment: organisational and partnership commitment		
What documentation captures the commitment of the authority and partners to equality? Are equality objectives reflected in local strategic planning?	Is equality integrated into local service planning and performance management? How do the organisation and its partners monitor, review and evaluate performance against equality objectives? Does this contribute directly to the development of the authority's corporate objectives?	Can staff, the community or the voluntary and community sector give any good examples of improved service outcomes? What review mechanisms are in place? What cross-organisational learning is taking place?

Equality analysis				
1.6 🟢		**2.6** 🔵		**3.6** 🔴
The organisation has an agreed approach to conducting equality analysis of policy and service decisions to assess community impact and to target resources effectively (Links to 1.15)	→	Equality analysis is integrated systematically into service and project planning across the authority, with clear pathways for training and support where needed. (Links to 2.15)	→	The authority can demonstrate that action has been taken and improvements in equality outcomes are being delivered as a result of effective equality analysis. (Links to 3.15; 3.16)
Questions to ask in self-assessment in leadership, partnership and organisational commitment: equality analysis				
Is there a corporate framework and / or guidance for equality analysis? Are the outcomes of equality analysis readily accessible? Is training and support on equality analysis available?	→	Is there senior level commitment to using and understanding equality analysis to inform service planning? Are the outcomes of the organisation's equality analysis robust and meaningful? Are the findings, recommendations and conclusions shared effectively? Are mitigating actions identified where appropriate? (links to 2.1)	→	Can the authority demonstrate how equality analysis has been used to identify needs or prioritise services? Can the organisation provide evidence of how or where equality analysis has informed decision-making and improved outcomes?

Equality objectives				
1.7 🟢		**2.7** 🔵		**3.7** 🔴
Equality objectives for the authority have been set and published in accordance with the requirements of the specific duties to support the public sector Equality Duty (link). (Links to 2.7, 2.16)	⟶	Specific and measurable equality objectives have been integrated into corporate planning and action is being taken to achieve them. Outcomes are measured and monitored regularly by political and senior management leaders.	⟶	The authority can demonstrate a clear link between meeting their equality objectives and positive outcomes for its communities. (Links to 3.5, 3.7, 3.16, 3.17)
Questions to ask in self-assessment in leadership, partnership and organisational commitment: equality objectives				
Have the specific duties of the public sector Equality Duty been met, including the publication of equality objectives and annual information to demonstrate compliance with the general duty? Is this underpinned by robust equality analysis?	⟶	How are equality objectives integrated into corporate planning? Is there evidence of a link between equality objectives, corporate and service plans, and the corporate performance management system? How is progress monitored and reviewed? How often? How?	⟶	What evidence is there of improved outcomes? Are actions to achieve priority outcomes reviewed and regularly updated? What steps are taken if deficiencies are identified? How is the community involved in the monitoring?

Monitoring and scrutiny				
1.8 🟢		**2.8** 🔵		**3.8** 🔴
Appropriate corporate and service level structures are in place to ensure delivery and review of equality objectives.	⟶	The setting and monitoring of equality objectives is subject to challenge through the political Overview and Scrutiny process. (Links to 3.5)	⟶	The authority benchmarks its achievements against comparable others and shares its experience in developing good practice across the public sector. (Links to 3.8)
Questions to ask in self-assessment in leadership, partnership and organisational commitment: monitoring and scrutiny				
Who is responsible for delivering the agenda at councillor and officer level? Is there a corporate equality group? Are there resources for supporting equality at a service level and within corporate services?	⟶	Is the Overview and Scrutiny function used to scrutinise and challenge equality analysis, objective setting and monitoring? How are the public involved? How are progress and responses reported?	⟶	Does the authority assess its performance and outcomes against comparable organisations? What review mechanisms are in place? What outcomes and priorities have changed as a result of Scrutiny review?

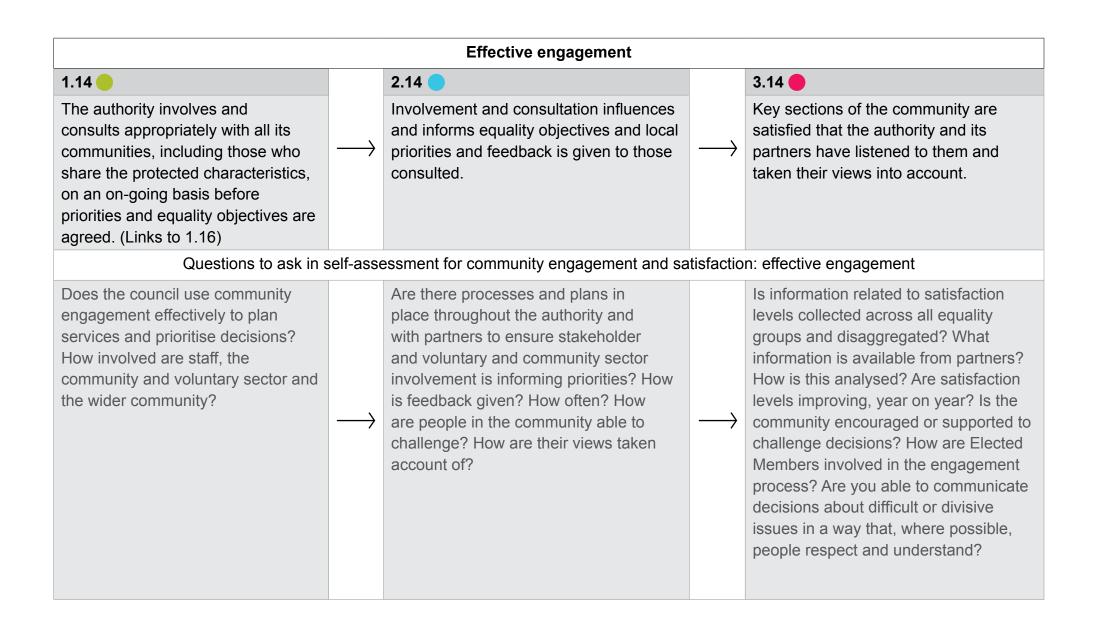| **Effective communication**				
1.9 🟢		**2.9** 🔵		**3.9** 🔴
The authority's communications consistently promote a clear commitment to promoting equality and fostering good relations across all local communities.	⟶	The authority communicates effectively about its equality priorities, how it is responding to and meeting the needs of its communities, balancing diverse but sometimes conflicting interests and fostering good relations.	⟶	Through effective and consistent communications the authority has gained a reputation within the community and with its strategic and voluntary and community sector partners for championing and achieving equality outcomes, balancing competing interests and fostering good relations. (Links to 3.7)
Questions to ask in self-assessment in leadership, partnership and organisational commitment: effective communication				
How does the authority communicate its commitment to promoting equality? Do publications and press releases reflect the council's commitment to equality and fostering good relations?	⟶	How does the authority promote a positive narrative around equality and good relations across the whole community? Are there any examples where the authority and its partners have had to take unpopular decisions but have still managed to keep local communities on board? Has the authority taken steps to counter negative stereotypes or dispel myths?	⟶	Can staff, the community or the voluntary and community sector give any good examples of how effective communication has enabled the council to prevent or manage tensions between different groups? How do partners manage the conflicting needs of their communities? How do they go about negotiating and changing priorities?

Commissioning and procuring services		
1.10 🟢	**2.10** 🔵	**3.10** 🔴
The authority ensures that procurement and commissioning processes and practice take account of the differing needs of users and citizens. (Links to 1.14, 1.16, 1.17)	Mechanisms are in place to ensure that service equality objectives are delivered by contractors, partners and providers through good contract management, and that they are monitored effectively. (Links to 2.9)	The authority has a consistent corporate approach to commissioning and procurement and can demonstrate that commissioned / procured services are supporting its equality objectives. (Links to 3.5, 3.17)
Questions to ask in self-assessment in leadership, partnership and organisational commitment: procuring and commissioning services		
Is there corporate guidance on the equality requirements for the procurement and commissioning process? Are there standard equality clauses for contracts? How do specifications take account of the different needs of users, for example through Equality Analysis?	Are monitoring requirements built into contracts to ensure equality issues are addressed? Is there evidence that provision is being monitored using quantitative and qualitative analysis, and the results considered and analysed by both contractor and client? Is equalities performance a standard item on agendas for regular meetings with the contractors?	How is the corporate approach to commissioning and procurement captured and understood? Is there evidence of the corporate approach being applied for less obviously relevant services (or where the equalities aspects/relevance may be less obvious) and at all stages of the procurement process in line with relevance? Is there evidence of equalities, service managers and procurement staff working together?

Participation in Public Life				
1.11 🟢		**2.11** 🔵		**3.11** 🔴
Local people are encouraged to participate in public life and/or volunteering in other activities where they are under-represented.	⟶	Work is being undertaken to promote equality of opportunity in terms of the participation of under-represented groups in public life, including as elected representatives.	⟶	There is an improvement in the participation rates of under-represented groups in public roles and volunteering.
Questions to ask in self-assessment in leadership, partnership and organisational commitment: participation in public life				
How is the authority actively informing and involving local people, including under-represented groups, about civic and public participation opportunities, like becoming a school governor?	⟶	How is the community being made aware of the opportunities that are available? Has any outreach work or public campaigning been undertaken?	⟶	How are people supported and encouraged to become more involved? Are more people from under-represented groups participating across a wider range of activities? Are councillors drawn from a wide and representative range of backgrounds?

Fostering good relations

1.12 🟢		**2.12** 🔵		**3.12** 🔴
Structures are in place within the authority and across partnerships to foster good relations, enable different groups of people to get on well together and deal with harassment and hate crimes effectively.	→	The authority and its partners have a strong understanding of the quality of relations between different communities and collectively monitor relations and tensions. Harassment and hate crimes are monitored and analysed regularly, and appropriate action is taken to address the issues that have been identified.	→	Local people are positive about relations across diverse communities and have confidence that harassment and hate crimes are dealt with effectively. The authority can demonstrate success in working with partners in the public, private, community and voluntary sectors to foster good relations.

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

Are there joint partnership / corporate structures and guidance on recording and dealing with tensions, harassment and hate crime? Do these include time standards? How does the community safety strategy address this area?	→	What data is available? Is it disaggregated to cover the protected characteristics? How frequently is it analysed and acted upon? Have there been any changes? Are relevant stakeholder groups and customers involved in the monitoring? How? What events are held to promote positive relations?	→	What information is available to show there has been an improvement – perception surveys, qualitative data, and media reports? Are there examples of where activity has successfully addressed tensions or improved relationships?

Community engagement and satisfaction

Developing 🟢	Achieving 🔵	Excellent 🔴
Understanding the importance of equality	Developing better outcomes	Making a difference

Engagement structures

1.13		2.13		3.13
Inclusive community engagement structures are being developed throughout the authority, which include engaging with communities of interest and vulnerable and marginalised groups. (Links to 1.5, 1.13, 1.16, 1.24)	⟶	Community engagement mechanisms and structures are working efficiently and effectively within the council and across formal and informal partnerships	⟶	Effective forums are in place to enable all equality stakeholders / representatives of vulnerable and marginalised groups to challenge and scrutinise decision-making and progress.

Questions to ask in self-assessment for community engagement and satisfaction: engagement structures

What engagement structures are in place? How are marginalised and vulnerable people included? What mechanisms are used to engage different groups, including communities of interest? What information is available from user surveys?	⟶	Does community engagement take place on an on-going basis? How is its effectiveness monitored? Are there inclusive, accessible, and participative forums where community groups can participate? Is there provision of information in other languages or formats if required? What is the experience of the community and the voluntary and community sector?	⟶	Are all sectors of the community involved? How well does the authority know its different communities? Is there a pattern of regular engagement with the a wide range of stakeholders? How are people from vulnerable and marginalised groups encouraged and enabled to participate? Are a range of methodologies used? Have any priorities been changed? On what evidence/basis? How are interpretation/ translation services organised and shared across partnerships?

Effective engagement

1.14 🟢		2.14 🔵		3.14 🔴
The authority involves and consults appropriately with all its communities, including those who share the protected characteristics, on an on-going basis before priorities and equality objectives are agreed. (Links to 1.16)	⟶	Involvement and consultation influences and informs equality objectives and local priorities and feedback is given to those consulted.	⟶	Key sections of the community are satisfied that the authority and its partners have listened to them and taken their views into account.

Questions to ask in self-assessment for community engagement and satisfaction: effective engagement

Does the council use community engagement effectively to plan services and prioritise decisions? How involved are staff, the community and voluntary sector and the wider community?	⟶	Are there processes and plans in place throughout the authority and with partners to ensure stakeholder and voluntary and community sector involvement is informing priorities? How is feedback given? How often? How are people in the community able to challenge? How are their views taken account of?	⟶	Is information related to satisfaction levels collected across all equality groups and disaggregated? What information is available from partners? How is this analysed? Are satisfaction levels improving, year on year? Is the community encouraged or supported to challenge decisions? How are Elected Members involved in the engagement process? Are you able to communicate decisions about difficult or divisive issues in a way that, where possible, people respect and understand?

Responsive services and customer care

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Integration of equality analysis into service review				
1.15		**2.15**		**3.15**
All local authority services have undertaken, or are undertaking, assessments of the potential effects of planned changes to policy or service delivery on different communities, including vulnerable or marginalised communities. (Links to 1.16 and 1.23)	⟶	Actions and appropriate resources have been proposed to mitigate adverse impact and improve equality outcomes where changes in service provision have been identified. The cumulative impact of decisions is mapped across the authority. (Links to 2.15)	⟶	Policy and decision-making is informed by equality analysis (Links to 2.7, 2.16, 3.4) The cumulative impact of decisions is understood and monitored across the authority and partnerships.
Questions to ask in self-assessment for responsive services and customer care: integration of equality analysis into service review				
Is there corporate guidance on equality analysis? Do staff at all levels of the authority understand the importance of carrying out equality analysis? Are there plans in place to incorporate equality analysis into the ongoing service review process? What, if any, relevant policy or service changes have taken place over the past 12 – 18 months, or are being planned currently or in the near future?	⟶	What quality assurance procedures are in place to ensure consistency across the authority? How robust are they? What examples are there of mitigating actions being identified across a range of services? Have potential resources been identified? How are they built into service planning and monitoring and review arrangements?	⟶	Are there specific examples of policy or service delivery arrangements being amended to address issues identified by equality analysis? Do the corporate and financial plans and strategies of the authority take account of equality analysis?

Integration into service planning and delivery				
1.16 🟢		**2.16** 🔵		**3.16** 🔴
Structures are in place to ensure equality outcomes are integrated into service objectives.	⟶	Equality objectives are integrated into service plans across the authority, with progress towards them monitored regularly by portfolio holders and departmental management teams. (Links to 2.7, 2.15, 2.16, 2.17)	⟶	Individual services across the authority can demonstrate that improvements and equality outcomes are being delivered. (Links to 3.5, 3.6)
Questions to ask in self-assessment for responsive services and customer care: integration of equality analysis into service planning and delivery				
Are service plans monitored regularly to ensure equality objectives are being met? Who by? Is equality analysis fed into service assessment? Do customer care policies highlight the needs of vulnerable and marginalised groups? How are complaints dealt with? Are there mechanisms in place to enable staff to introduce local service improvements?	⟶	How do your objectives address inequality and equality gaps? How are the needs of vulnerable and marginalised groups taken account of? Do the objectives have specific timescales? Have resource implications been properly assessed? In what ways do portfolio holders and management teams demonstrate that they continuously monitor, review and evaluate performance for equality objectives? Is equality integrated into performance management?	⟶	Is it clear who the service users are? Have gaps been identified in terms of who may not be using the service and why? Has action been taken to change services in response? Do service plans review past performance, demonstrate how past objectives have been achieved, and set new objectives? What evidence is there of improved or improving outcomes, disaggregated where appropriate to demonstrate the effects on different communities?

Service level procurement

1.17 🟢		2.17 🔵		3.17 🔴
All commissioning, partnering and procurement contracts include a requirement to deliver an effective and appropriate service fairly and equitably, in accordance with the authority's public duties. (Links to 1.9)	→	The authority ensures that contractors, commissioned services and grant receivers regularly review their services to ensure they continue to be appropriate and accessible. (Links to 2.10)	→	The authority is able to show improved outcomes and improving satisfaction with and perceptions of procured services from all sections of the community, without large discrepancies between groups. (Links to 3.9)

Questions to ask in self-assessment for responsive services and customer care: service level procurement

Are equality implications assessed when procuring or commissioning services? Are the outcomes reflected in the specifications for the service and in the procurement process? Does the specification set measurable standards for the contractor? How are equalities addressed or assessed in the stages of the tendering process, e.g. preparing the specification, pre-qualification, tender assessment?	→	How does the authority ensure that contractors, grant receivers and others continue to meet the changing needs of clients? What is written into the contract? How is the contract managed over time to support good practice and continuing service improvement? Is the authority using the commissioning process to improve equality outcomes? Are there standard equality or community benefit clauses?	→	What feedback is there that procured services meet the needs of marginalised and vulnerable groups? What evidence is there of improved outcomes? Is there any evidence of how levels of satisfaction have improved over time with regard to procured services? Can contractors / partners give any good examples of improved service outcomes? Are there any examples of different customers' experiences being analysed by contractors? Is there evidence of procurement being used to help develop and support community led businesses or social enterprises?

Access to services		
1.18 🟢	**2.18** 🔵	**3.18** 🔴
The authority is developing systems to collect, analyse and measure data on how all sections of the community are able to access services.	Access to and appropriateness of services is monitored regularly by portfolio holders and departmental management teams. (Links to 2.15 and 2.16)	There is increased satisfaction with services amongst all users, including vulnerable and marginalised groups. (Links to 3.17)
Questions to ask in self-assessment for responsive services and customer care: access to services		
Do services carry out any mapping exercises to identify and review current participation and to highlight gaps? How does the authority collect data about users' satisfaction with its services? Is the mapping and satisfaction data collected disaggregated by different equality groups or vulnerable communities?	How do portfolio holders and management teams demonstrate that they continuously monitor, review and evaluate access to services? Is data about access to services and user satisfaction used in equality analyses? Is Overview and Scrutiny used?	Is there any evidence of how levels of satisfaction have improved over time? How representative are the users of the service? Are there any examples of different customers' experiences being analysed and acted upon?

Human Rights		
1.19 🟢	**2.19** 🔵	**3.19** 🔴
Appropriate mechanisms are in place to ensure that human rights considerations are identified when planning services and that customers and citizens are treated with dignity and respect.	Human rights issues are considered and addressed when delivering services to customers and clients. (Links to 2.15, 2.16)	People believe that they have been treated fairly and that their human rights have been respected.
Questions to ask in self-assessment for responsive services and customer care: Human Rights		
Do customer care policies highlight human rights considerations? Do staff have the competence to identify potential human rights issues? What training has been provided to service planners?	How are human rights issues taken into account? What guidance is available for staff? Do officers and councillors have up to date understanding of the Human Rights Act? Are manuals updated regularly with regard to changing case law?	Is there any evidence of improvement over time? Are there any examples of different customers' experiences being analysed and acted upon?

A skilled and committed workforce

Developing 🟢		Achieving 🔵		Excellent 🔴
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		Workforce strategy		
1.20		**2.20**		**3.20**
The authority's workforce policies and procedures identify key equality issues to be addressed.	⟶	The equality objectives contained within workforce policies and procedures are implemented and monitored.	⟶	Prioritised equality outcomes for the whole workforce are being achieved through the collective impact of a range of processes. (Links to 3.23)

		Questions to ask in self assessment for a skilled and committed workforce: workforce strategy		
Do the authority's workforce policies and procedures identify equality issues? How are they addressed?	⟶	How are the equality aspects of the authority's workforce policies and procedures being implemented and tracked? Are specific actions being taken? How are processes changing? Are trade unions and partners involved?	⟶	What strategic, innovative and holistic approaches have been considered to improve outcomes? Is there good use of flexible working arrangements and career pathway initiatives to address potential barriers and under representation?

Local labour market		
1.21 🟢	**2.21** 🔵	**3.21** 🔴
The authority understands its local labour market, the barriers faced by vulnerable or marginalised individuals and groups, and the impact these have on achieving a diverse workforce. (Links to 1.1)	Specific and measureable employment objectives have been set based on internal monitoring, staff consultation and the assessment of the local labour market and barriers to employment. (Links to 2.2)	The authority can demonstrate movement towards greater equality in its workforce profile, including increasing the levels of previously under-represented groups at all levels of the organisation.
Questions to ask in self assessment for a skilled and committed workforce: local labour market		
Is the authority clear about its local labour market? Was any equality mapping data used as part of the analysis? What information did it use to make an assessment? Has it begun to identify the steps it needs to take to achieve a diverse workforce and reflect these in recruitment policies and procedures?	What objectives have been set? Where workforce data indicates that objectives are not being met, are there appropriate examples of positive action to ensure they can be met? Where there is evidence of disproportionality, what action is being taken to reverse the trends?	How have objectives been set? What evidence is there of them being achieved? How do succession plans address under-representation? What action has been taken to increase diversity of senior managers and councillors in the medium and longer term?

Workforce monitoring		
1.22 🟢	**2.22** 🔵	**3.22** 🔴
The authority ensures that all employment procedures comply with equality legislation and employment codes of practice. ⟶	The authority regularly monitors, analyses and publishes employment data in accordance with its statutory duties. ⟶	Action is taken to address any adverse trends identified from the monitoring and analysis of employment data.
Questions to ask in self assessment for a skilled and committed workforce: workforce monitoring		
Are all human resources policies regularly reviewed to ensure they are compliant with the latest developments? Is data on applicants, people shortlisted and the composition of the workforce collected? Can this be disaggregated by the protected characteristics? ⟶	Is there evidence that workforce data is analysed and published to help establish objectives? What information is published and where? Are trends identified? What action has been taken as a result of the monitoring? What has been the councillor/scrutiny response? ⟶	Is the workforce profile updated regularly? What action has been taken to reverse adverse trends? Is the data looked at corporately and service by service?

HR policies and procedures				
1.23 🟢		**2.23** 🔵		**3.23** 🔴
The authority has undertaken or is undertaking analysis of the potential effects of planned service changes or employment policies on employees, particularly those from underrepresented groups. This analysis is made public. (Links to 1.6, and 1.15, 16)	→	The effects of all employment procedures have been assessed, and action has been taken to mitigate any adverse impact identified and to promote equality of opportunity.	→	A range of examples is readily available of positive outcomes from mitigation action and action to promote equality of opportunity. (Links to 3.20)
Questions to ask in self assessment for a skilled and committed workforce: HR policies and procedures				
Is equality analysis being undertaken when employment policies and procedures are reviewed or developed?	→	Has equality analysis been carried out for all people management processes? What action has been taken to ensure equality outcomes?	→	Have positive and tangible outcomes been delivered as a result of the implementation of the workforce strategy?

Staff engagement				
1.24 🟢		**2.24** 🔵		**3.24** 🔴
A range of inclusive structures are in place to engage and involve staff before priorities are set. (Links to 1.12)	⟶	Staff are engaged positively in service transformation and in developing new roles and ways of working.	⟶	The authority has high satisfaction levels across all staff groups.
Questions to ask in self assessment for a skilled and committed workforce: staff engagement				
What staff engagement structures are there? Are there any staff support networks? Are there any groups for particular networks of staff?	⟶	Are these staff networks supported and utilised by the council? What evidence is there that staff have been proactively engaged? Are there any improvements?	⟶	Do staff feel engaged? What do staff surveys say? Are staff surveys carried out regularly? Is there any evidence of how levels of satisfaction have improved over time? Are there any examples of different staff experiences being analysed?

Promoting a positive working environment				
1.25 🟢		**2.25** 🔵		**3.25** 🔴
The authority has assessed all aspects of the working environment to ensure that the needs of all its employees are met.	→	A range of improvements to the working environment can be demonstrated.	→	There are high satisfaction levels with the working environment across all staff groups.

Questions to ask in self assessment for a skilled and committed workforce: promoting a positive working environment				
Have assessments of the work environment been carried out? How often? What was assessed, and what did it show? What improvements were highlighted as being necessary? Were the needs of all groups taken into account?	→	What improvements have been made? What examples are there of flexible working arrangements or reasonable adjustments? How have staff responded to these? Are these monitored to ensure ongoing satisfaction by staff or to pick up any developing concerns?	→	Do staff surveys and focus groups confirm satisfaction with the working environment? Are there effective occupational health facilities available to staff?

Equal pay review				
1.26 🟢		**2.26** 🔵		**3.26** 🔴
The authority has made significant progress on its equal pay review and is working towards reaching agreement with unions.	→	The authority has reached agreement with the unions and/or staff about the implementation of equal pay.	→	Action is underway to ensure equal pay is fully implemented.
Questions to ask in self assessment for a skilled and committed workforce: equal pay review				
Has a new pay structure been agreed, even if not all issues and gradings have been finalised? Have the new proposals been analysed to ensure there are no detrimental effects? Has an offer been made to the unions in good faith? Are negotiations continuing where final agreement has not been reached?	→	Has agreement been reached with unions? If the new structure is being introduced on the basis of amendments to individual contracts, has this been done in effective consultation with staff?	→	Overall, is there evidence that men and women are receiving equal pay equal for work (subject to any major industrial, legal or other barriers)? Is the situation being monitored / audited regularly?

Harassment and bullying				
1.27 🟢		**2.27** 🔵		**3.27** 🔴
Policies and systems are in place to identify, prevent and deal effectively with harassment and bullying at work.	⟶	Harassment and bullying incidents are monitored and analysed regularly. Appropriate action is taken to address the issues that have been identified.	⟶	Harassment and bullying at work are dealt with effectively and more staff say that they are treated with dignity and respect. Staff are confident that there are robust procedures in place to address harassment and bullying at work.
Questions to ask in self assessment for a skilled and committed workforce: harassment and bullying				
Is there a dignity at work or harassment and bullying policy? Are there any support structures for staff?	⟶	Are harassment and bullying incidents monitored? What action is being taken to address problems? How are information / support on these issues publicised to staff? Do staff think they are useful?	⟶	What information is available to show there has been an improvement – monitoring data, perception surveys, qualitative data?

Appraisals		
1.28 🟢	**2.28** 🔵	**3.28** 🔴
Equality issues are integrated into appraisal systems.	Equality implications inform the setting of objectives in management and individual appraisals.	Managers and staff are delivering improvements based on objectives.
Questions to ask in self assessment for a skilled and committed workforce: appraisals		
Has the appraisal system been reviewed to take account of equality issues?	How do appraisal processes ensure staff and managers are aware of their equality-related responsibilities and accountabilities? How are employees made aware of equality objectives or any changes or improvements?	Are managers and staff accountable for ensuring equality outcomes? Is good performance being recognised?

Learning and development				
1.29 🟢		**2.29** 🔵		**3.29** 🔴
The authority carries out regular assessments of the training and learning and development needs required to ensure its councillors and officers are equipped to understand their equality duties and take action to deliver equality outcomes.	→	The authority provides a range of learning and development opportunities to support councillors and officers in achieving equality objectives and outcomes.	→	Councillors understand the importance of equality when making decisions and in how they use resources. Services are provided by knowledgeable and well-trained staff who are equipped to meet the diverse needs of local communities.
Questions to ask in self assessment for a skilled and committed workforce: learning and development				
Has an assessment been made as to what equality-related training, learning or development will be required? Have the appropriate competencies been identified? How? Does the learning and development plan take account of equality issues? Does it include councillors?	→	Are different methods used to promote learning to a wide audience (e.g. standard courses, coaching, mentoring)? Does equality and diversity form part of councillor training and development? What evidence is there that equality issues are mainstreamed into all training (e.g. training on customer care and segmentation)?	→	What changes have come about as a result of any equality training? Do staff feel their skills have improved? Are staff able to relate effectively with a range of clients? Are they able to answer questions about the council's equality priorities? Is there any feedback from users?

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L11-676

EQUALITY
FRAMEWORK
FOR LOCAL
GOVERNMENT