

Equality Status Report – Royal Blind School

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Introduction

Sight Scotland and Sight Scotland Veterans promote the inclusion and empowerment of people with visual impairment, and as such regard inclusion, diversity and equality in all its respects as something that should be inherent in our service delivery, our staffing and our management and governance.

The Equality Act 2010 introduced a public sector equality duty in order to ensure that public authorities and those carrying out a public function consider how they can positively contribute to a more equal society through advancing equality and good relations in their day-to-day business.

The establishment of Specific Duties under the Equality Act 2010 (Specific Duties) (Scotland) Regulations in relation to the Board's role as the manager of the Royal Blind School, a grant aided school, provides a framework for the setting and monitoring of formal aspirations for the continual improvement of our performance in attaining equality in all our functions and our employment practice.

These reports are written so as to transparently fulfil our obligations under the Regulations. They also serve the function of monitoring, managing and improving our equalities performance across our whole organisation.

This report is divided into four sections:

1. Mainstreaming the Equality Duty – this section outlines how we make the equality duty integral to the exercise of our functions. It covers what we do and how we integrate equality into our employment practice and our service provision.
2. Employee Information – this section includes details of:
 - the composition of our employees broken down by protected characteristic (Please refer to Appendix 1 for breakdown of data)
 - recruitment, development and retention of employees broken down by protected characteristic (Please refer to Appendix 1 for breakdown of data)
 - information on progress made in gathering and using employee information to better meet the equality duty
 - gender pay gap information for the Royal Blind School.
3. Equal Pay Statement
4. Progress towards achieving our equality outcomes. This includes information on our Board diversity.

Mainstreaming the Equality Duty

This section of the report provides information on how we make the equality duty integral to the exercise of our functions. It covers what we do and how we integrate equality into our employment practice and our service provision.

What we do

Our vision is one of an inclusive Scotland where people of all visual abilities have the opportunity to thrive. At the Royal Blind School we provide specialist education to pupils with visual impairment as well as offering a residential care service.

How we integrate equality into the exercise of our functions

Our mission is to support, campaign and research for people affected by visual impairment.

Inclusion, equality and diversity is at the heart of everything we do. It is inherent to our vision, mission, our governance and management as well as our day-to-day work.

Our Board and Committees include 3 members (23.07%) with a declared visual impairment and ensure appropriate representation of our service users' interests in all our governance decisions. Across our organisation (Sight Scotland and Sight Scotland Veterans) we employ 13 people with a declared visual impairment (2.93%). At Royal Blind School we currently employ 2 people (2.6%) with a declared visual impairment.

All new employees to Royal Blind School and the wider organisation receive Visual Impairment Awareness Training, with more in-depth specialised training provided regularly within the relevant services, such as training towards Braille qualifications for some teaching roles within the school.

Inclusion, equality and diversity is part of our organisational culture. Throughout all our activities we aim to:

- eliminate unlawful discrimination, harassment and victimisation and other prohibited practices
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not.

How we integrate equality into our employment practice

We are committed to the principle of equal opportunities in employment and are opposed to any form of less favourable treatment through direct or indirect discrimination accorded to employees or job applicants, on the grounds of sex,

marital or civil partner status, pregnancy or maternity, sexual orientation, gender reassignment, race (which includes colour, nationality and ethnic or national origins), religion or belief, age or disability (the 'protected characteristics').

We strive to create a productive working environment which is representative of and responsive to different cultures and groups, and where everyone has an equal chance to succeed.

We are committed to embracing and supporting equity, inclusion and diversity and challenging behaviour and attitudes that prevent this achievement. Using fair and objective employment practices, our aim is to ensure that all employees and potential employees are treated fairly and with respect at all stages of their employment.

Our policies and procedures

Our policies and practices are reviewed regularly, and their impact on equalities is assessed at all stages of the review process. As well as the policies outlined below we have a number of other policies which support equity and inclusion and the removal of barriers to this, these include: Workplace Adjustment policy, Gender Transitioning at Work policy, Menopause Guidance and related resources and our Flexible Working and Special Leave policies.

Our Equal Opportunities Policy is a comprehensive and regularly reviewed document which reflects our current practice around equal opportunities. The policy applies to all aspects of our relationship with staff and to relations between colleagues at all levels. This includes job advertisements, recruitment and selection, opportunities for promotion, learning and development, terms and conditions of work, performance management, pay and benefits, termination of employment, any references issued and to every other aspect of employment. We are committed to taking appropriate steps to accommodate the requirements of different religions, cultures, and domestic responsibilities.

To raise colleague awareness around what constitutes discrimination, the policy also includes definitions of the different forms of discrimination, including direct, indirect, associative and perceptive discrimination, harassment and third-party harassment and victimisation. We also have a separate Dignity at Work Policy which covers harassment, victimisation and bullying in more detail. Any allegations of potential breaches of our Equal Opportunities policy are treated very seriously and dealt with under our relevant grievance or disciplinary procedures. We run in-house Dignity at Work training, which is mandatory for all staff. All employees are required to complete an e-learning module on Equality, Diversity and Inclusion. All managers are required to complete an e-learning module on Unconscious Bias.

Recruitment and selection

We aim to ensure that no job applicant is subject to discrimination (either direct or indirect) because of any of the protected characteristics. Our recruitment procedures are reviewed regularly to ensure that individuals are treated on the basis of their relevant merits and abilities.

Job advertisements avoid stereotyping or using wording that may discourage groups with a particular protected characteristic from applying. We advertise all our external vacancies to a diverse labour market; we anonymise job applications at shortlisting stage and ensure that shortlisting of applicants is done by more than one person to avoid unconscious bias.

We provide managers with training on each stage of the recruitment process, which includes an exploration of how biases, whether conscious or unconscious, can affect decision making during recruitment leading to direct or indirect discrimination. The training helps our managers develop self-awareness and recognise unconscious bias in recruitment.

A recent review of our recruitment and onboarding processes has ensured that applicant and new colleagues' accessibility needs can be discussed with them at an early stage in these processes and appropriate support arrangements made.

All recruitment campaigns are run with support from our People & Culture Team to remove any risks of inequality of opportunity, direct or indirect discrimination. Our Recruitment and Resourcing policy underpins all recruitment processes to ensure fairness and transparency.

Training, promotion and conditions of work

Our People & Culture team leads the development and delivery of quality learning and organisational development opportunities, ensuring best practice and consistency across Royal Blind School and the wider organisation.

Individual teacher training needs are identified through regular Professional Review and Development meetings under the GTCS framework and through our Development Discussion cycle for non teaching staff. All staff are given appropriate access to training (through our Learning Management System) to enable them to progress within the organisation and all promotion decisions are made on the basis of merit and suitability for the promoted role.

Our pay and grading processes ensure that the salary and conditions of each job relate to the title and description of that job and not to any characteristic of the person carrying it out. Our conditions of work, benefits and facilities are reviewed regularly to ensure that they are available to all staff who should have access to them and that there are no unlawful obstacles to accessing them.

Termination of employment

We ensure that redundancy criteria and procedures are fair and objective and are not directly or indirectly discriminatory. We also ensure that disciplinary procedures and penalties are applied without discrimination, whether they result in disciplinary warnings, dismissal or other disciplinary action.

Disability

Our Workplace Adjustments policy provides a framework to ensure we facilitate reasonable adjustments for colleagues that require them. We encourage our staff to talk to us about their disability so that we can support them as appropriate. We also use an external occupational health service specialist advice and recommendations if needed. We engage with Access to Work for additional support as and when required.

We monitor the physical features of our premises to consider whether they place disabled workers, job applicants or service users at a substantial disadvantage compared to other people. Wherever possible, we take steps to improve access for disabled staff and service users. We have recently launched accessibility guides for each of our sites.

Part-time and fixed-term employees

We monitor the terms and conditions of work of fixed-term and part-time employees, to ensure that they are being offered appropriate access to benefits, training and promotion. We ensure that all requests to alter working hours are dealt with appropriately. Where relevant, we also monitor the progress of fixed-term employees to ensure that they are accessing permanent vacancies.

How we integrate equality into our service provision

As an organisation we take forward research through working with blind and partially sighted people to understand what issues matter most to them. This enables us to understand what needs to change so that we improve support and achieve a more inclusive society for visually impaired people and make the case for that change. We involve people living with sight loss in our research, and work with them to be their own champions for change through political engagements, contributions at policy conferences and appearances in the media.

We campaign on specific policy areas where visually impaired people experience inequality, including educational attainment and employment opportunities, and work for positive change in these areas through specialist education support, the provision of supported employment, and promoting greater awareness of visual impairment amongst employers and in public services. We seek to empower blind and partially sighted people through the provision of information and advice, and through campaigning for the provision of inclusive communication.

Our specialist habilitation staff at the school work with pupils so independence is increased with the use of adaptive aids and equipment. This helps ensure they can participate as fully as possible in learning and social activities. Within the Royal Blind School and its residential services we provide person-centred care and support for visually impaired young people with complex needs.

As an organisation we also support pioneering medical research to improve diagnosis and treatment of eye conditions so that fewer people are affected by sight loss in the future. From innovative use of artificial intelligence to the ground-breaking development of gene therapies, each year we provide crucial funding to support clinical research.

The Royal Blind School

Sight Scotland is a specialist provider of learning and education opportunities for children and young people who are blind or partially sighted. We believe every child and young person should be supported to learn in the setting that is most appropriate to them.

Children and young people are at the centre of our approach. We customise learning to adapt to the unique abilities of every pupil. We want children and young people to discover and develop their abilities in preparation for their fullest possible life.

Our personalised approach to learning, care and education supports children and young people to maximise their potential and reach their goals. We enable children and young people to thrive and develop skills for life. Our team works with each pupil to develop an individual programme to grow their confidence and independence.

We adapt a range of print materials to alternative and accessible formats including braille, audio, large print and tactile diagrams. We provide formal mobility, orientation and life skills sessions which facilitate independence. Our buildings have been designed purposefully to be an accessible environment for children and young people with sensory impairment and complex needs. As such, our building designs include wide corridors, colour contrasts, handrails to facilitate independent navigation, and fully equipped accessible bathrooms. Our facilities include a hydrotherapy pool, multi-sensory lights room, soft play area, enclosed multi-use games area, sensory gardens, log cabin and fire pit.

We ensure that pupils have a broad range of opportunities and experiences to enable them to become successful learners, responsible citizens, confident individuals and effective contributors to society.

Through our **outreach work**, we provide support for pupils in education across Scotland. We empower educators and families by sharing our knowledge and experience of specialist education.

We currently support pupils in Mid, East and West Lothian and the Orkney Islands.

Through our support, our partners in education are equipped with the strategies, tools and understanding of visual impairment to enable blind and partially sighted pupils in all settings to access the curriculum.

Our approach extends to life outside the classroom. We focus on equipping parents, teachers and pupils with strategies and instil confidence by incorporating skills for life, like mobility and independent living, into the school day and life at home and beyond.

Through this work we promote equality on a national scale and contribute to meeting all the needs of the equality duty: eliminate unlawful discrimination, advance equality of opportunity and foster good relations.

Residential Care Services

We are committed to providing extraordinary specialist care, every day, to enable young people to live fulfilling lives and live in warm, safe surroundings. We provide support in our homes so that people can gain skills, make their own choices and build connections.

We offer residential care at the Royal Blind School for children and young people with complex needs who need this specialist support and stability. Each of our small homes provides the opportunity to realise positive outcomes for all.

We are dedicated to delivering a full offering to our children, enabling them to develop socially and build resilience ready for adulthood.

Our 24-hour curriculum ensures that learning takes place in the wide range of situations and activities experienced during a typical day. We offer a broad array of after-school groups. Scouts, karate and choir are just a few of the many options open to our children. There is a range of adventures and activities on offer such as concerts, horse riding and skiing. We engage and challenge our children and enable them to thrive.

Employee Information

Introduction

This section of the report contains details of:

- the composition of our employees broken down by protected characteristic

- recruitment, development and retention of employees broken down by protected characteristic
- information on progress made in gathering and using employee information to better meet the equality duty
- gender pay gap information.

Gathering and using employee information

We have established procedures which ensure that the equal opportunities data we hold about our employees and job applicants is representative. This helps us ensure that our equal opportunities approach and practices are effective and allows us to identify groups that may be underrepresented or might be at risk of being disadvantaged in our organisation.

All job applicants are asked to provide equal opportunities information when they apply for a position with us. The information is held away from applicant information on our recruitment system it is not visible to the shortlisting/interview panel, nor the People & Culture Team except in an anonymised format and is kept solely for the purpose of equal opportunities monitoring. Provision of this information is voluntary, and it does not adversely affect an individual's chances of appointment or any other decision related to their employment.

New employees are asked to update their diversity and inclusion data during onboarding. This is collected anonymously and stored on our People system. All employees can view and easily update their personal data through the self-service functionality of the system. We work to ensure that our staff are aware why we gather and keep this information. We remind employees to check and complete this information on an annual basis.

We also ensure that employee information in relation to disability is updated if new information comes to light during the course of a colleague's employment, for example through our procedures for managing sickness absence or where workplace adjustments have been requested.

We consistently gather equal opportunities data relating to recruitment, retention and development. Each year we produce a Workforce Profile report, outlining the make up of our workforce against each of the protected characteristics and benchmarking this against wider Scottish population. The report also makes recommendations for areas of work to improve equity and inclusion within our workforce across the organisation. For the purpose of this report we have combined no responses and 'prefer not to say' into one figure. In other internal reports we separate this figure to understand the how much of this figure is known to be incomplete rather a decision by the employee not to share this information.

Analysing this data also helps us take appropriate steps to avoid discrimination and improve equality and diversity across all our employment practices.

The composition of our employees at the Royal Blind School

As of 31 March 2025, at the Royal Blind School including residential services, we employed 77 staff, out of whom 50 (65%) worked full time and 27 (35%) worked part time. The headcount is slightly lower than 2023 (81 people) and there is an increase in the proportion of full time staff. In 2023 41 (50.62%) worked full time and 40 (49.38%) part time.

The employment information presented in this report covers the last 12 months. Under each protected characteristic, we have provided the following information:

- the overall composition of our employees as of 31 March 2025
- new employees appointed between 1 April 2024 and 31 March 2025
- job applicants between 1 April 2024 and 31 March 2025
- leavers between 1 April 2024 and 31 March 2025
- employees promoted internally between 1 April 2024 and 31 March 2025

A complete breakdown of applicant and employee information under the following protected characteristics: gender, age, disability, sexual orientation, ethnic origin, religion and belief, marriage/civil partnership and gender reassignment can be found in Appendix 1

Gender Pay Gap Information

Gender pay gap information provided in this report relates to the Royal Blind School including residential services only. The gender pay gap is the difference in average hourly earnings between men and women.

Gender pay gap information below is presented using two measures, mean and median. The mean average is calculated by adding all individual employees' hourly rate of pay and dividing by the total number of employees. The median average is calculated by listing all employees' hourly rate of pay and finding the midpoint. Of the 77 employees at the school at the time of reporting 65 were female and only 12 were male.

Mean Gender Pay Gap: 0.8%

- Overall mean hourly rate: £20.01 per hour.
- Mean hourly rate of female employees: £19.99 per hour
- Mean hourly rate of male employees: £20.14 per hour

Median Gender Pay Gap: 10.1%

- Overall median hourly rate: £17.30 per hour
- Median hourly rate of female employees: £17.30 per hour
- Median hourly rate of male employees: £19.25 per hour

The table below shows a split across different staff categories of our female and male employees within the school. The figures in brackets show 2023 figures. General Staff category includes Rehabilitation Specialist roles.

	Average hourly rate	Female employees	Male employees
General Staff	£17.68	3% (4%)	25% (30%)
Learning Support Assistants	£14.79	28% (19%)	0% (0%)
Nurses	£17.88	11% (11%)	0% (0%)
Residential Care Staff	£18.07	35% (40.85%)	50% (50%)
Teachers	£28.53	20% (17%)	25% (20%)
Senior Management	£40.28	3% (6%)	0% (0%)

All Senior Management roles are filled by female employees, this has not changed since the last report, although one role previously occupied by a female employee was vacant at the time of this report. This has had some impact on the gender pay gap figures.

Teachers remain the next highest paid staff group within the school, with average pay at £28.53 (mean average) significantly above the mean and median hourly rates for the school.

There were no male employees working in Nursing or Learning Support Assistant roles. Learning Support Assistant roles had the lowest average rate of pay but were the second largest group of staff by employee number and this has impacted the gap in the mean and median hourly rates of pay between male and female employees.

Our figures compare favourably to the ONS statistics, which show a national gender pay gap for Scotland (2024) at 8.3% (mean) and 9.2% (median). We are confident that our employees are paid fairly and equally for the same or similar roles. We have a very low proportion of male employees within the school (16%, which corresponds to 12 employees). This means even small fluctuations can make a significant difference to our gender pay gap.

Equal Pay Statement

We support and promote equality of opportunity for all staff and believe that they should receive equal pay for work of equal value, regardless of their sex, marital or civil partner status, pregnancy or maternity, sexual orientation, gender reassignment, race (which includes colour, nationality and ethnic or national origins), religion or belief, age or disability.

We aim to ensure that we have procedures in place to determine pay and conditions of employment which do not discriminate unlawfully and are free from bias. We understand the benefits of operating a fair pay system which is transparent and is based on objective criteria.

We operate a pay and grading system which ensures that the salary and conditions for each job relate to the title and description of that job and not to any characteristic of the person carrying it out. There are no pay entitlements which benefit or disadvantage a protected group. We have a Remuneration Policy which clearly sets out the rules for determining and reviewing staff pay. Annual salary awards are subject to Board approval.

We are committed to taking action to ensure that equal pay is in place for like work, work rated as equivalent and work of equal value. We believe that any pay gap will arise purely from differing proportions of male and female staff, disabled and non-disabled staff and persons in various racial groups in the various jobs we have.

We are an accredited Living Wage employer.

Equality Outcomes

Update on Equality Outcomes for the period 2021 – 2025

Our new strategy

In November 2024 we launched our 3 year strategy ([Sight Scotland Sight Scotland Veterans Strategy doc 2024.pdf](#)) along with a **new vision:**

'An inclusive Scotland where people of all visual abilities have the opportunity to thrive,'

And **new mission:**

'Support, campaign and research for people affected by visual impairment.'

Our new strategy outlines the following 5 strategic priorities which focus our work towards greater equity and inclusion both across Scotland and within our own workforce.

1. Investing our funds in the support that makes the biggest difference.
2. Putting our community at the heart of what we do.
3. Campaigning for positive political and social change.
4. Accelerating prevention and treatment of eye conditions through research.
5. Fostering a collaborative culture of innovation and learning.

As one of our key strategic objectives we have designed and planned the recruitment for a specialist Equity and Inclusion role to deliver a framework that will embed equity, diversity, and inclusion into both our people and wider organisational practices.

Our Board

We currently have 6 male and 4 female Board members, which means 40% of our Board are female and 60% are male). This has reversed the gender split of our Board when we last reported in 2023 (7 female and 4 male Board members). We also have 3 co-opted Committee Members, of whom 1 is female and 2 are male. In terms of ethnicity our Board is not diverse, with all trustees recording 'White' in this category.

Since our last report we have recruited new Board members, including a new Chair. All our Board vacancies are advertised externally, and we follow an open and transparent recruitment process for all positions. Our role descriptions for Board members reference the latest Guidance and Good Practice for Charity Trustees. We use structured interviews to ensure consistent assessment throughout our recruitment process.

Board appointments are made on the basis of skills, experience and knowledge needed to complement the existing Board membership and ensure that the Board is well equipped to discharge its charitable duties. We aim to ensure that the Board is strong in business experience, that it has expertise in the required principal professions of education, social care and nursing and that it includes members with experience and expertise in sight loss.

Data collection

We have started work to improve completion rates for colleague diversity and inclusion data. Since 2023 we have issued an annual reminder to colleagues to complete this, outlining how a complete profile of our workforce can benefit the colleague experience.

We have seen improvements in completion rates for job and volunteer role applicants as this data is requested automatically at application stage through our recruitment system.

Work is ongoing to refine data categories to make them as meaningful as possible and to ensure alignment with reporting in other areas e.g. from colleague surveys.

Colleague Survey

In September 2023 we launched our colleague survey which included specific set of questions relating to Equality, Diversity and Inclusion, on the themes of working environment, organisational commitment to creating a diverse and inclusive workplace, awareness of how to report an issue and how able colleagues felt to challenge inappropriate behaviour if they saw it. The full survey will take place every two years with a pulse survey in the years in between, enabling us to identify any trends and track progress against follow up action plans.

Training

Due to changes in legislation since the last report which resulted in a new employer duty to take reasonable steps to prevent sexual harassment in the workplace we have updated and relaunched our Dignity at Work training, making it mandatory for all employees. Specific e-learning on identifying and preventing sexual harassment was also launched as a mandatory module.

Policy

Since the last report we have launched two new policies: Gender Transitioning at Work and Workplace Adjustments.

We have introduced an additional "Equality, diversity and inclusion" e-learning which is mandatory for all staff as well as 'Unconscious Bias for Managers' e-learning module which is mandatory for managers.

Accreditation

We were successful in renewing our Disability Confident Employer (level 2) accreditation in September 2024. Through this process we were able to evidence that we carry out all the relevant actions and activities for this accreditation level.

What we'll do next: Our Equality Outcomes 2025 – 2027

- From April 2025 our new Lead Consultant (Inclusion & Equity) will be in post. They will lead on the development of an Inclusion & Equity framework for the organisation.

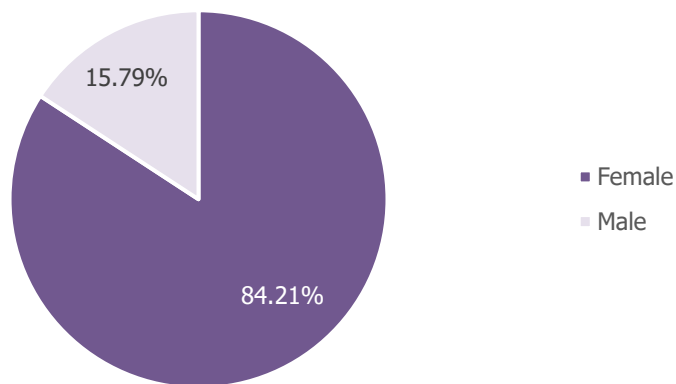
- We will launch a project to look at how we can improve the collection of employee data and also review categories for data collected to ensure there is consistency and that categories are simplified for more meaningful reporting helping us to be ready for future pay gap reporting requirements.
- Our ongoing reviews of people processes and policies will be done in a way that ensures equity, inclusion and accessibility are embedded within them.
- We will continue to produce an annual Workforce Profile report, the content of this will be developed so that as well as reporting on diversity across our workforce it

The next full Equality Status Report will be published in April 2027. The report will include the following elements:

- Mainstreaming the equality duty
- Employee information
- Gender pay gap information
- Progress towards achieving our equality outcomes and a new set of outcomes.

Appendix 1: Breakdown of applicant and employee information

Gender



Current employees			
	2025	2023	2021
Female	84. %	88%	89%
Male	16%	12%	11%
Other	0%	0%	0%
Prefer not to say / no response	0%	0%	0%

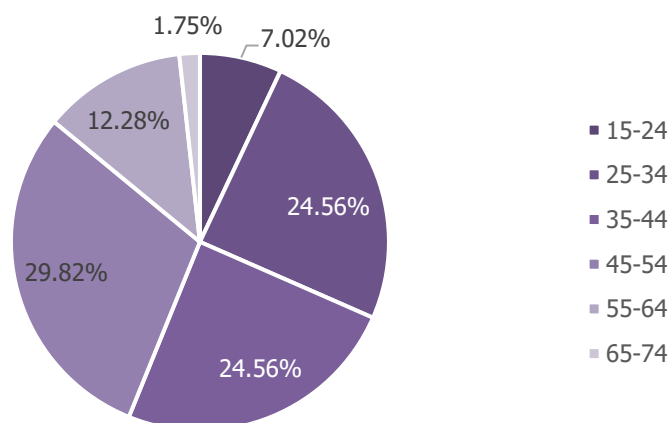
Recruitment between 1 April 2024 and 31 March 2025

The figures in brackets are from the previous year reported (22/23).

	Job Applicants		New Employees		Promotions		Leavers	
Female	74%	(76.42%)	85%	(82%)	0%	(100%)	100%	(81%)
Male	24.5%	(21.95%)	15%	(18%)	0%	(0%)	0%	(19%)
Other	0.5%	(0%)	0%	(0%)	0%	(0%)	0%	(0%)
Prefer not to say / no response	1%	(1.63%)	0%	(0%)	100%	(0%)	0%	(0%)

The majority of our employees in the Royal Blind School and School Residential are female. This reflects the typical gender mix in the education and care sector. (SSSC 2024 reported 84% Care workforce as Female, Scottish Government 2023 reported 89% primary school teachers as Female, 67% Secondary School teachers as Female).

Age



Current employees			
	2025	2023	2021
15-24	7%	12%	2%
25-34	25%	19%	19%
35-44	25%	23%	23%
45-54	30%	26%	33%
55-64	12%	19%	21%
65-74	1%	1%	2%

Recruitment between 1 April 2024 and 31 March 2025

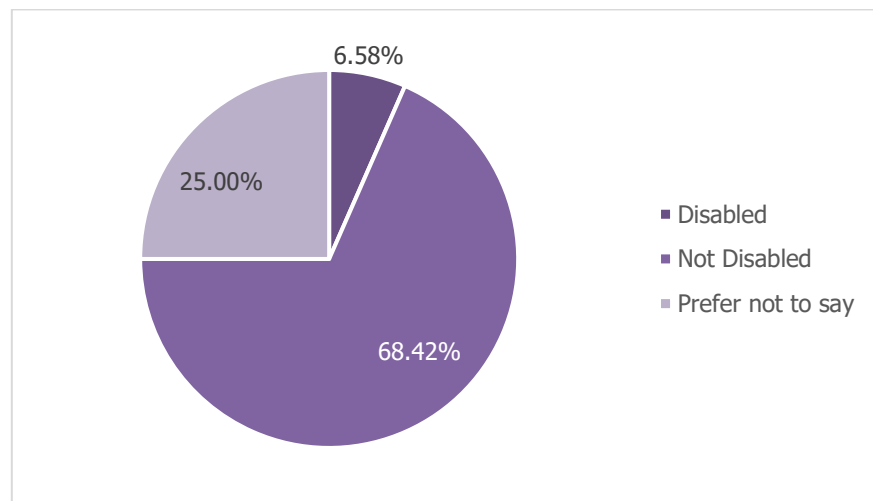
The figures in brackets are from the previous year reported (22/23).

	Job Applicants		New Employees		Promotions		Leavers	
15-24	13%	(12%)	30%	(23%)	0%	(0%)	13%	(7%)
25-34	33%	(37%)	35%	(27%)	0%	(0%)	27%	(19%)
35-44	30%	(27%)	15%	(32%)	100%	(5%)	13%	(22%)
45-54	14%	(16%)	20%	(9%)	0%	(50%)	33%	(26%)
55-64	9%	(7%)	0%	(9%)	0%	(0%)	7%	(22%)
65-74	1%	(1%)	0%	(0%)	0%	(0%)	7%	(4%)

We have a balance of employees of different ages across the Royal Blind School. The age bracket for 45 - 54 years continues to have the highest proportion of staff the school although there has been an increase to the proportion of employees in other age brackets with the exception of the 55 – 64 and 15 – 24 age brackets which have seen a decrease.

The figures for job applicants and new starters are fairly well balanced, suggesting we are attracting applicants in a wide range of ages at the Royal Blind School. This in turn shows the fairness of our current recruitment processes.

Disability



Current employees			
	2025	2023	2021
Disabled	7%	9%	6%
Not Disabled	68%	67%	80%
Prefer not to say / no response	25%	25%	14%

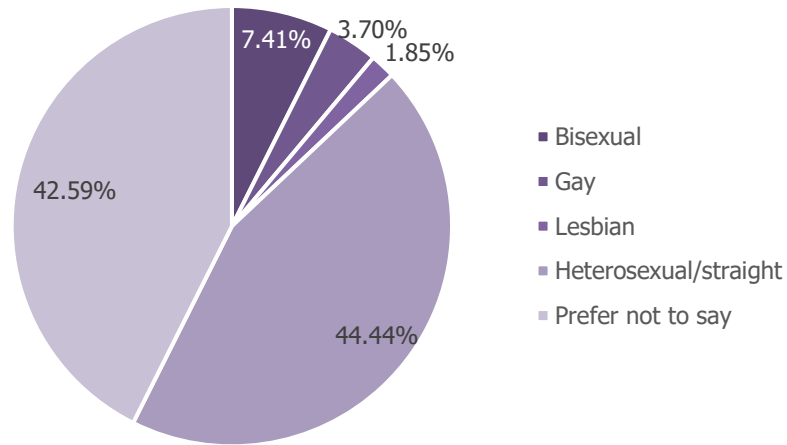
Recruitment between 1 April 2024 and 31 March 2025

The figures in brackets are from the previous year reported (22/23).

	Job Applicants		New Employees		Promotions		Leavers	
Disabled	6.70%	(7%)	0%	(10%)	0%	(0%)	7%	(11%)
Not Disabled	90.43%	(88%)	70%	(58%)	100%	(100.00%)	60%	(59%)
Prefer not to say / no response	2.87%	(5%)	30%	(32%)	0%	(0%)	33%	(30%)

The proportion of disabled staff has decreased slightly from 2023 and the percentage of employees who did not complete the data or selected 'Prefer not to say' remained the same. The number of job applicants and new employees who declared a disability has also decreased. The number of people providing information in both of these groups has increased on the previous reporting period.

Sexual Orientation



Current employees			
	2025	2023	2021
Bisexual	7%	1%	2%
Gay	4%	3%	%
Lesbian	2%	2%	3%
Heterosexual/straight	44%	64%	75%
Prefer not to say / no response	43%	30%	19%

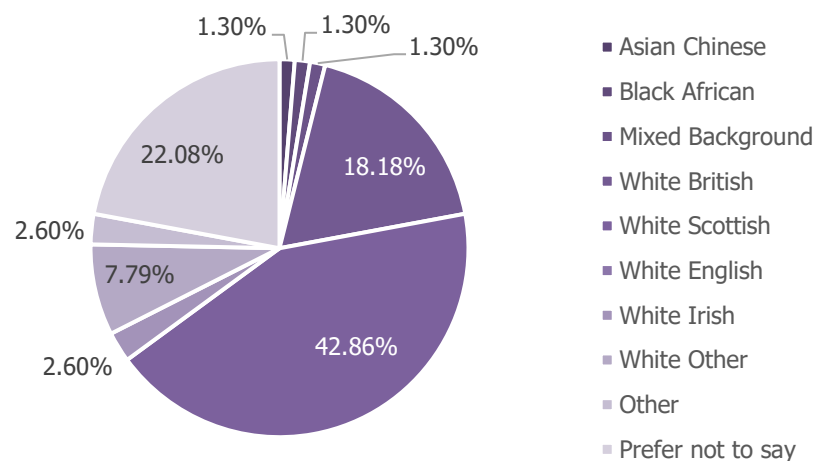
Recruitment between 1 April 2024 and 31 March 2025

The figures in brackets are from the previous year reported (22/23).

	Job Applicants		New Employees		Promotions		Leavers	
Bisexual	11%	(2%)	15%	(0%)	0%	(0.00%)	6.5%	(0%)
Gay	3%	(2%)	5%	(10%)	0%	(0.00%)	0%	(0%)
Lesbian	1%	(1%)	0%	(0%)	0%	(0.00%)	6.5%	(0%)
Heterosexual/straight	76%	(85%)	45%	(59%)	100%	(50.00%)	40%	(74%)
Prefer not to say / no response	9%	(10%)	35%	(32%)	0%	(50.00%)	47%	(26%)

There have been increases in the number of people who prefer not disclose information relating to sexual orientation across all groups except job applicants, most notably the current employee group. A trend across all groups has been the reduction in the percentage of people identifying as heterosexual.

Ethnic Origin



Current employees			
	2025	2023	2021
White	72%	72%	79%
Mixed	1%	1%	1%
Asian	1%	1%	1%
Black*	1%	0%	2%
Other	3%	1%	4%
Prefer not to say / no response	22%	25%	13%

Recruitment between 1 April 2024 and 31 March 2025

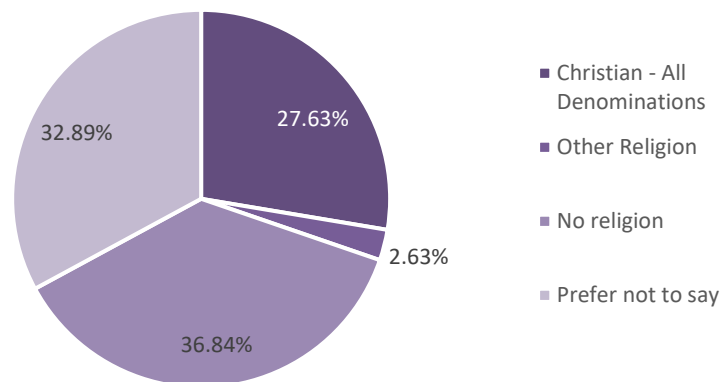
The figures in brackets are from the previous year reported (22/23).

	Job Applicants		New Employees		Promotions		Leavers	
White	64%	(73%)	80.00%	(87%)	100%	(50%)	60%	(78%)
Mixed	1%	(2%)	0%	(0%)	0%	(0%)	0%	(0%)
Asian	17%	(6%)	0%	(0%)	0%	(0%)	0%	(0%)
Black*	17%	(18%)	0%	(0%)	0%	(0%)	0%	(4%)
Other	0%	(0%)	0%	(0%)	0%	(0%)	0%	(0%)
Prefer not to say / no response	1%	(1%)	20.00%	(13%)	0%	(50%)	40%	(18%)

*This combines the new census categories, "African" and "Caribbean or Black".

The majority of our employees identify as "White", this is unchanged since our last report and reflects the wider population in Scotland. There is a similar proportion of employees / applicants across other groups compared with previous reports.

Religion and Belief



Current employees			
	2025	2023	2021
Christian	28%	30%	41%
Other religion	2%	1%	2%
No religion	37%	42%	35%
Prefer not to say / no response	33%	27%	22%

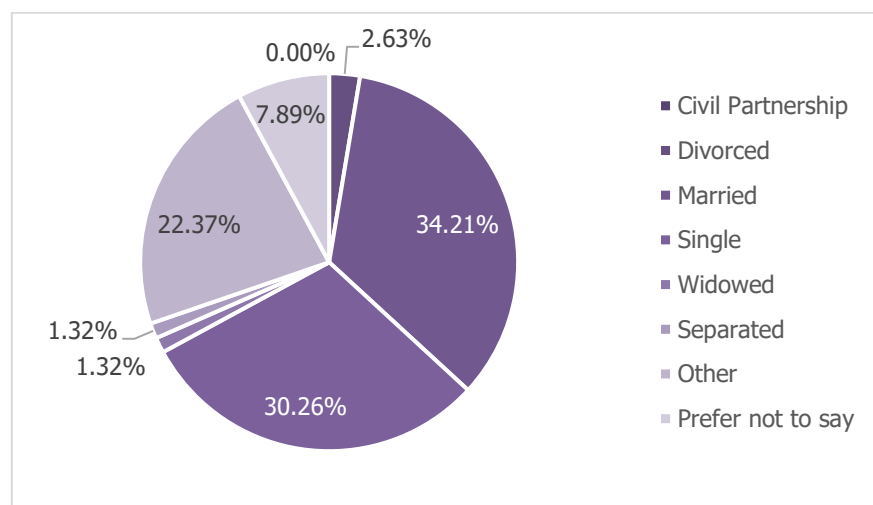
Recruitment between 1 April 2024 and 31 March 2025

The figures in brackets are from the previous year reported (22/23).

	Job Applicants		New Employees		Promotions		Leavers	
Christian	35%	(43%)	10%	(9%)	0%	(0%)	33%	(30%)
Other religion	12%	(6.5%)	0%	(0%)	0%	(0%)	0%	(0%)
No religion	43%	(44%)	45%	(64%)	100%	(50%)	27%	(44%)
Prefer not to say / no response	10%	(6.5%)	45%	(27%)	0%	(50%)	40%	(26%)

For applicants / employees who recorded a religion, Christianity was the response for the majority, the proportion of current employees in this group has declined over the last two reporting periods. The majority of employees / applicants responded as having no religion or preferred not to share this information.

Marriage/Civil Partnership Status



Current employees			
	2025	2023	2021
Civil Partnership	0%	0%	0%
Divorced	3%	2%	3%
Married	34%	42%	46%
Single	30%	36%	43%
Widowed	1%	1%	1%
Separated	1%	1%	1%
Other	22%	12%	2%
Prefer not to say / no response	7%	5%	3%

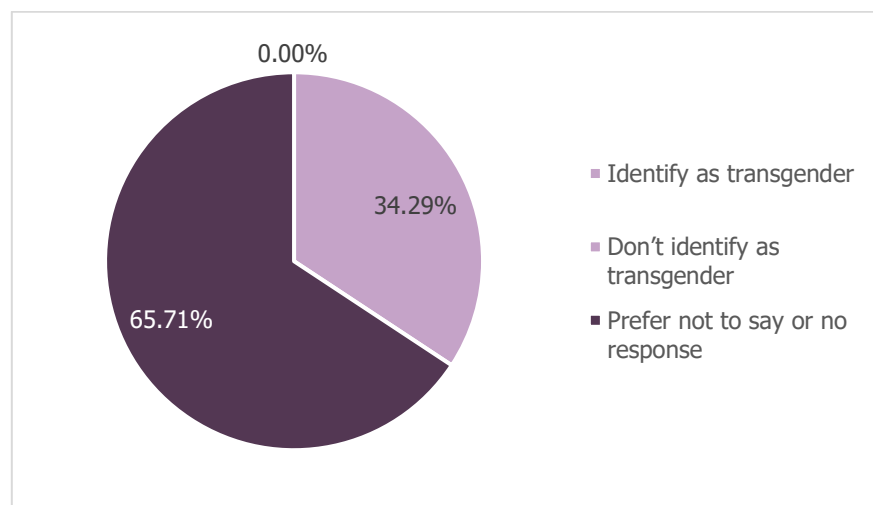
Recruitment between 1 April 2024 and 31 March 2025

The figures in brackets are from the previous year reported (22/23).

	Job Applicants		New Employees		Promotions		Leavers	
Civil Partnership	5%	(7%)	0%	(0%)	0%	(0%)	0%	(0%)
Divorced	7%	(3%)	0%	(0%)	0%	(0%)	7%	(0%)
Married	40%	(26%)	30%	(27%)	100%	(50%)	20%	(41%)
Single	39%	(45%)	0%	(9%)	0%	(0%)	47%	(26%)
Widowed	1%	(2%)	0%	(0%)	0%	(50%)	0%	(0%)
Separated	1%	(8%)	0%	(0%)	0%	(0%)	0%	(4%)
Other	0%	(0%)	50%	(50%)	0%	(0%)	13%	(15%)
Prefer not to say / no response	7%	(9%)	20%	(14%)	0%	(0%)	13%	(15%)

Over the last two reporting periods the number of employees recording 'Married' or 'Single' decreased. There have been increases in the number of people responding as 'Other' or preferring not to answer.

Gender Reassignment



Current employees			
	2025	2023	2021
Identify as transgender	0%	0%	0%
Don't identify as transgender	36%	26%	7%
Prefer not to say / no response	69%	74%	93%

Recruitment between 1 April 2024 and 31 March 2025

The figures in brackets are from the previous year reported (22/23).

	Job Applicants		New Employees		Promotions		Leavers	
Identify as transgender	0%	(1.5%)	0%	(0%)	0%	(0%)	0%	(0%)
Don't identify as transgender	99%	(97.5%)	70%	(71%)	0%	(0%)	47%	(19%)
Prefer not to say / no response	1%	(1%)	30%	(29%)	100%	(100%)	53%	(81%)

There is a steady increase in the number of current employees willing to share this information, the number of current employees identifying as transgender has not changed over the last two reporting periods. In other groups numbers have remained largely the same. There has been a significant increase in leavers recording information for this category.