

Donaldson's

Donaldson's College Gender Equality Scheme June 2007

Donaldson's College
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Foreword

Welcome to Donaldson's College Gender Equality Scheme. The Equality Act 2006 places a duty on the College to produce a Gender Equality Scheme. We believe that our duty to develop the Gender Equality Scheme gives us an ideal opportunity to bring together and prioritise issues important for women and men.

The College is fully committed to eliminating any and all gender inequality and promoting equality between women and men (girls and boys). We recognise that there are gender differences across the UK in people's life choices, what services they can access, the types of work they do and how well pupils achieve at school. We also know that other equality issues such as race, disability, religion or belief, sexual orientation and age also affect people's lives and that a "one size fits all" approach is not the answer.

This Scheme sets out what the College will do to tackle gender equality issues. We hope that you will take the opportunity to read through it and provide us with your comments on it.

Whilst the College can demonstrate clear success in the promotion of equality for its staff and the opportunity to have flexible working practices to support work life balance it is important that we continue to build on these strengths. To that end we will continue to develop processes and methods to ensure that our key stakeholders – staff, pupils, parents and governors are all able to inform, influence and develop the Scheme over the coming years to ensure that the College fulfils its obligations with regard to gender equality.

What We Stand For

Our ethos is to:

- Provide a happy, friendly, caring environment, where children feel safe, secure and valued
- Provide our pupils with the best possible access to the whole curriculum
- Provide an equal opportunity for all
- Provide an atmosphere that promotes learning and praises achievement, allowing children build up their confidence and self esteem
- Work for the inclusion of pupils across Scotland and the North of England in all aspects of daily living

We believe that all members of our community and those who visit us have the right to feel valued for who they are irrespective of gender. Our commitment to this is shown in our values and in the way that we provide opportunities for staff and pupils (quoted from the College's website) :

Why Choose Donaldson's College?

Giving your child a Donaldson's education has numerous benefits for both the child and the parents. Here's how we differ from mainstream schools:

- Our college is a bilingual community encouraging the use of British Sign Language (BSL), English and Signed Supported English (SSE) as appropriate
- We have a range of resources which are used to ensure a very high quality of learning and teaching is delivered to each pupil
- In addition to our regular teaching staff we employ a number of educational specialists in areas such as audiology, speech and language, physiotherapy and educational psychology
- Our college also provides both a nursery and a toddlers' playgroup. This offers your child the very best start in education
- We provide a signing peer group for the children and young people to help them develop their social skills
- We recognise the importance of working in partnership with parents

The Purpose of the Gender Equality Scheme

The Equality Act 2006 created the Gender Equality Duty for the public sector. The Gender Equality Duty has two parts to it, the “general” duty and the “specific” duty. The **general duty** places a legal duty on the College to:

- Eliminate unlawful sex discrimination and harassment
- Promote equality of opportunity between women and men

Instead of depending on individuals making complaints about sex discrimination, the duty places the legal responsibility on the College to demonstrate that it treats men and women fairly. The duty will affect policy making, public services and employment practices such as recruitment and flexible working.

To help meet its general duty, the College, has a **specific duty** to:

- Gather information on how our work affects women and men
- Consult all relevant stakeholders
- Assess the impact of policies and practices on women and men and use this information to inform how we work
- Identify priorities and set gender equality objectives
- Plan and take action to achieve gender equality objectives
- Publish a Gender Equality Scheme, report annually and review progress every three years

This Scheme has been produced by using evidence from monitoring data from a variety of sources as well as priorities set within the College’s strategic plans. The purpose of this Scheme is therefore to:

- Show how we intend to mainstream gender equality in all areas of the College’s work
- Meet and go beyond our legal duties in making gender equality a reality
- Set out our priorities on how we intend to tackle gender inequality, eliminate discrimination and promote equality of opportunity between women and men

Donaldson's College – June 2007 Status

College Gender Breakdown

As at 1st June 2007 the College employed 100 members of staff as follows:

- 76 (76%) were female, 24 (24%) were male

College Flexible Working Patterns

The College has a clear commitment towards offering flexible working to its staff:

- 8 positions held on a fixed term basis (5 held by women, 3 by men)
- 19% of all positions currently held in the College are on a part time basis
 - 16% of women work on a part time basis
 - 3% of men work on a part time basis
- Part time working patterns have been made available on 'family friendly' principles to staff who have requested changes due to personal circumstances
 - In the period 1st January 2005 – 31st May 2007 5 staff members requested changes in working patterns - all were granted
 - 1 position held on a job share basis (between one woman and one man)

Women in Senior Positions

With regard to women in senior educational positions the Scottish Executive's Gender Equality Strategy states:

'Workforce Issues'

... However, despite being massively over-represented amongst teaching staff, the high numbers of women [in education] are not reflected in head teacher posts. We know that we need to do more to encourage men to enter into these professions and we know that we want to see more women in senior positions.'

The College is an example of an educational establishment which has reversed this trend:

- The Senior Management Team of the College comprises of 5 senior roles, 3 held by women (Principal, Head Teacher, Head of Finance and Administration) and 2 held by men (Head of Human Resources, Head of Care) – see Appendix A for further information

- The middle management of the College comprises of 11 roles, 9 of which are held by women – see Appendix A for further information

Gender Role Models

It is clear from the statistical breakdown above that significant female role models are in place to demonstrate to our staff (past, present and future) and pupils that:

- There is no 'glass ceiling' for women in employment at the College
 - Gender is no barrier to progression
- The College endorses and encourages part time working and flexible working patterns (including differing start/finish times etc.)

Donaldson's College – Staff Survey April 2007

In March 2007 a survey was issued to all staff in the College to seek their views on perceptions of gender equality and inequality.

A copy of the survey is to be found in Appendix C.

Information received from the survey shows:

General Statistics

Surveys Issued	98
Number Returned	31 (32%)
Number of Male Returns	8 (8%)
Number of Female Returns	22 (22%)
Number of Transgender Returns	1 (1%)

Are men and women treated on equal terms at the College?

Numbers Responding	31
Positive Response	25 (80% of responders)
Negative Response	2
'Partly' Response	4
Male Responses	9
Positive Male Response	6 (66% of responders)
Negative Male Response	1
'Partly' Male Response	2
Female Responses	22
Positive Female Response	19 (86% of responders)
Negative Female Response	1
'Partly' Female Response	2
Transgender Responses	1
Positive Transgender Response	1

Main areas for action to promote gender equality/issues to take into account (statement taken from survey comments *):

- Majority of male students, majority of female staff
- Proportional hiring (residence)
- More issues if female student than staff (more boys than girls = more male centred activities)
- Men in primary school seem more able to choose which duties to perform than women
- Lack of key employment opportunities for men; more promotion of male staff to work with boys
- Fair ratio of men:women
- Development of policy on different roles/duties for pregnant women
- Advertise positions in papers read by both men and women and make sure adverts are suitable for all
- More men needed
- Flexible working practices; family friendly; paternity leave; caring roles recognition; job share
- Gender issues re: physical nature of behavioural de-escalation processes
- Equal pay between classroom assistants and nursery nurses

Discrimination based on gender response

None Experienced

Number Responding	15
Positive Male Responses	4
Positive Female Responses	11

Some Gender Discrimination Experienced

Number Responding	2
Male Responses	0
Female Responses	2 (see bullet points below)

- Male colleague expressed strong views on women's abilities in employment. Challenged by member of staff and strongly supported by management
- Male refused to change nappies/perform toileting duties – moved to a class where this was not required.

* The activities for improvement from the result are to be found in section 1 of Appendix B.

Tackling Harassment and Discrimination

The College does not tolerate any form of harassment or discrimination, which includes gender.

Any member of staff has had the opportunity to raise concerns regarding harassment or discrimination through the College's grievance procedure. In the period 1st January 2005 – 31st May 2007 no grievances were raised based upon gender.

To complement this approach a specific bullying and harassment procedure will be developed which will allow staff to raise any such concerns in a safe and protected manner. This policy will compliment the existing public interest disclosure policy (whistle blowing) and will extend the same level of protection to concerned staff.

Equality and Diversity Training for Staff and Pupils

The College is committed to reviewing all of its policies and procedures to comply with both Disability Equality and Gender Equality.

In addition to this review the College will develop plans to ensure that all staff and pupils are fully aware of their responsibilities through:

- Improved induction materials
- Ongoing training/refresher sessions
- Standing agenda item on equality with the Employee Consultation Forum to discover the different training needs for staff
- Discussions with the School Council (pupils) to discover their differing needs

These different approaches will help develop, inform and guide the training plans for the College and will be reviewed on an annual basis.

Comments and Complaints

Anyone who feels that they have experienced any kind of discrimination (gender or other forms) in the way that they have been treated by the College, its pupils, staff or suppliers may make a complaint to:

Equal Opportunities Officer
Donaldson's College
West Coates
Edinburgh
EH12 5JJ

Tel: 0131 337 9911

Email: eoofficer@donaldsons-coll.edin.sch.uk

We will take all complaints seriously and will not tolerate any form of discriminatory behaviour.

Equality Impact Assessments

A plan for impact assessing¹ all of the College's policies and procedures has been instigated to ensure that the College complies with the regulations stipulated in the Disability Equality Scheme (DES). All policies and procedures will be dually assessed for potential adverse impact against both the requirements of the DES and GES.

Similar assessments will be carried out on new policies and procedures as they are developed. The College's approach to Gender equality is that any new policies and procedures will be considered alongside other equality issues when equality impact assessments are carried out.

¹ Impact Assessment will be carried out to decide if an existing or proposed policy, procedure or practice has (or may have) an adverse impact on some sections of society. Any adverse impact may be the result of not taking into account the needs of women or men, ethnic minority groups, disabled people, religion or belief, sexual orientation or age

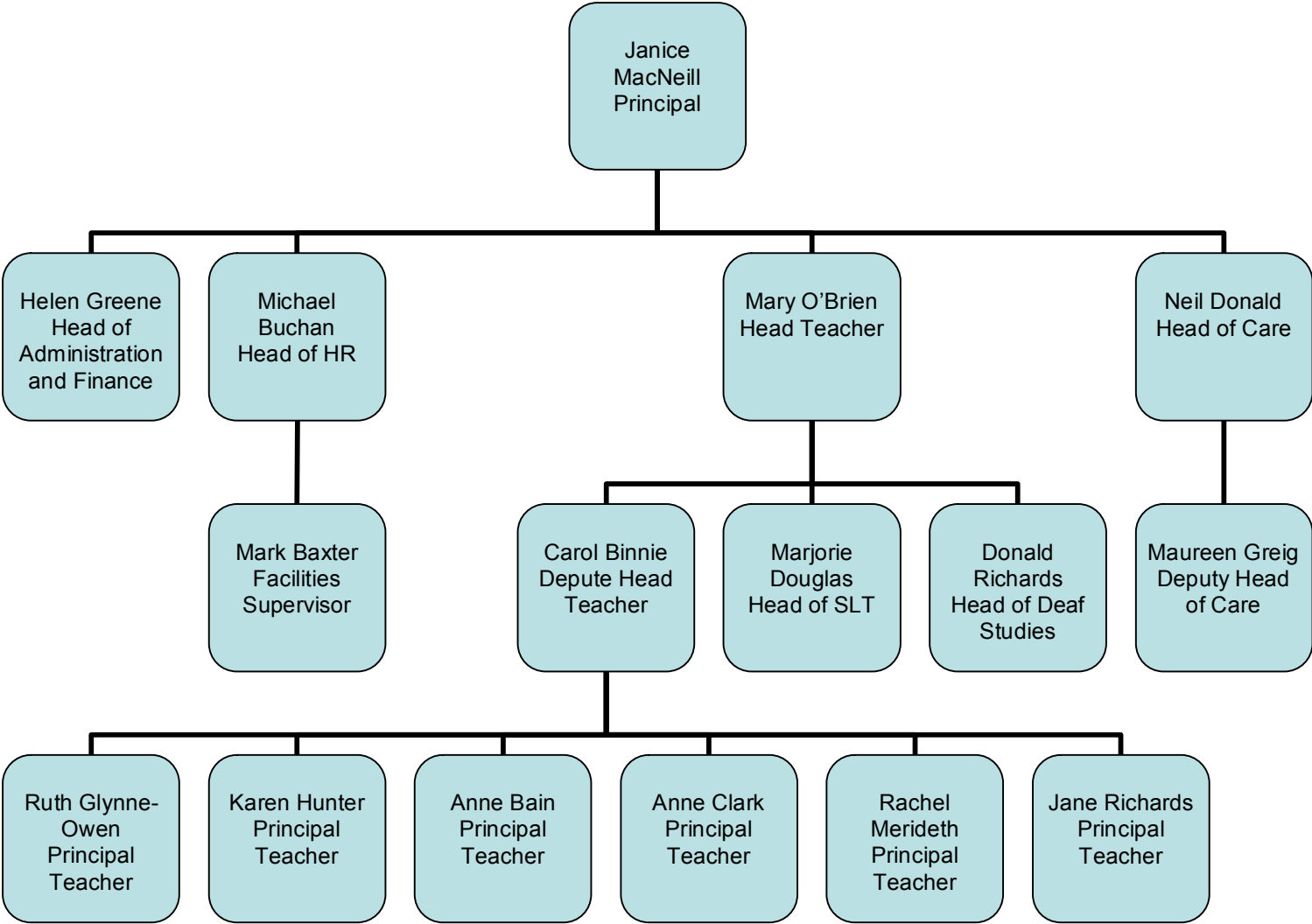
Monitoring of the Scheme

This Scheme will be formally reviewed every three years.

The Action Plan (Appendix B) will be reviewed on an annual basis.

Progress on the Scheme and Action Plan will be reported to the College's Board of Governors on an annual basis.

Appendix A - Donaldson's College Management Structure



Appendix B
Gender Equality Scheme 3 Year Action Plan 2007- 2010
Gender Equality Survey Actions

Action	Desired Outcome	Responsibility	Target Date
1. Initiate annual gender equality survey to complement disability equality survey	Identify all barriers to gender equality on an annual basis	Head of Human Resources	April 2008
2. Consult with all staff via Employee Consultation Forum (ECF) and Equal Opportunities Committee (EOC) to increase response rate to annual survey	Increase response rate to annual survey to 40% in year 1, 45% in year 2 and 50%+ in year 3	Head of Human Resources	April 2008 – April 2010
3. Consult with the Employee Consultation Forum (ECF) and Equal Opportunities Committee (EOC) on annual survey	To consider any changes necessary to the survey to ensure correct and accurate data is captured	Head of Human Resources	March 2008
4. Establish an Equality Forum (EF)	Allow staff to provide their views on issues, priorities and actions	Head of Human Resources	September 2007
5. Launch a dedicated email address for any staff member to raise issues	Staff are comfortable to raise gender equality issues	Head of Human Resources	August 2007
6. Identify through ECF, EF and annual survey any gender equality issues	100% positive response to question: 'are men and women treated equally in the College?'	Head of Human Resources	April 2009
7. Develop range of family friendly/flexible working policies	Provide more opportunities for flexible working for men, women and carers	Head of Human Resources	April 2009
8. Review the Equal Opportunities recruitment monitoring data	Ensure that a representative cross-section of society feel able to, and do apply for roles in the College; where this is not so develop actions to resolve	Head of Human Resources	March 2009
9. Review gender/appointment split of applicants for each vacancy	Establish that a 'fair' split of applicants exist and track though to appointment	Head of Human Resources	March 2009
10. Review exit interview process	Capture any perceived/actual instances of gender inequality and develop actions to resolve	Head of Human Resources/Senior	March 2009

Appendix B
Gender Equality Scheme 3 Year Action Plan 2007- 2010
Gender Equality Survey Actions

Action	Desired Outcome	Responsibility	Target Date
11. Review salary structure for support staff (classroom assistants and nursery nurses)	Identify whether there are any pay differences between women and men who perform work of the same or equal value and put in place relevant remedial measures	Management Team Head of Human Resources	October 2007
12. Redesign job descriptions for support staff	Ensure that all support staff have an accurate job description to prevent any perception of 'choice' of duties, allowing all support staff to perform the same duties irrespective of gender	Head of Human Resources/Head Teacher	October 2007
13. Review risk assessment process for pregnant women	Ensure that pregnant women have adequate and proportionate opportunities to continue to work during pregnancy	Senior Management Team	April 2008
14. Consider range of activities for female students	Ensure that female students have a variety of activities and that staff are aware of reasons for any potential differences in male:female activities	Head Teacher	April 2008
15. Revisit the six elements of the specific duty to ensure that each one is addressed in the College's action plans	All elements of the College's GES are adequately covered and addressed	Senior Management Team; Equality Forum	September 2007

Appendix B
Gender Equality Scheme 3 Year Action Plan 2007- 2010
Significant Actions

Action	Desired Outcome	Responsibility	Target Date
16. Develop and implement a harassment and bullying procedure, ensuring that the elements relevant to gender inequality are integrated	All staff are aware of their responsibilities on sexual harassment, and how to report and deal with it appropriately	Head of Human Resources	April 2008
17. Review opportunities for part time working and job sharing	Identify any gender barriers to part time working and job sharing and remove such barriers wherever possible	Senior Management Team	November 2008
18. Review all vacancies for opportunities to provide part time/job sharing	Where relevant, more part time/job share opportunities are made available	Head of Human Resources	May 2009
19. Redesign the racist incident monitoring form to allow recording of any discriminatory action, including gender inequality	All gender related incidents are recorded and resolved	Equal Opportunities Officer	November 2007
20. Integrate gender equality/awareness into all contracts with external suppliers	Suppliers must specify how their services will be delivered to promote gender equality	Head of Finance and Administration	December 2008
21. Ensure that gender equality is integrated into the College's induction programme	Staff have a good understanding of how gender equality impacts upon all relevant aspects of the College and what their responsibilities are	Head of Human Resources	August 2009
22. Develop gender equality awareness amongst pupils	Pupils are aware of the purpose of gender equality and treat each other, and staff with respect irrespective of gender	Head Teacher	August 2009
23. Review the Gender Equality Scheme	The College meets all gender equality targets, sets new targets and makes gender equality 'business as usual'	Principal/Head of Human Resources	March 2010

Appendix C

Donaldson's College

Gender Equality Survey

The Gender Equality Duty comes into force in April 2007 and requires the College to promote equality between women and men and eliminate unlawful sex discrimination and harassment. This means that we must develop policies and employment practices with the different needs of women and men in mind.

Last year we developed our **Disability Equality Scheme** to comply with new Disability Equality Duty. In the same way we are going to develop a **Gender Equality Scheme** to comply with the new duty.

When developing the Scheme we would like to find out what you think the key issues are in terms of gender equality that will help us identify priorities for the next 3 years.

We have developed a short questionnaire to help you give us your views on this area of equality. All data collected in this survey will be held anonymously and securely.

Please return completed forms in the envelope provided by **Friday 27th April 2007**.

Your feedback is extremely valuable in helping us to identify and prioritise areas for inclusion in our Gender Equality Scheme.

Thank you

Michael Buchan
Head of Human Resources

**Appendix C
Donaldson's College
Gender Equality Survey**

Gender Equality – Have Your Say

Please answer this survey thinking about the differences between women and men only. If you have any questions please call Michael Buchan on 0131 347 5543, or email mbuchan@donaldsons-coll.edin.sch.uk

1. Your gender

Female Male Transgender

2. What is your staff category?

Teaching Support Administration/
Finance/HR/IT

Residence Other Estates/Kitchen/
Domestic

3. In your opinion, are men and women treated on equal terms at the College?

Yes No Partly

4. Please explain your answer to Question 3 (Add extra sheet as necessary)

5. In your opinion what are the main areas for action in terms of promoting gender equality at the College?

**Appendix C
Donaldson's College
Gender Equality Survey**

- 6. Are there any other issues that you would like to see taken into account when we are drafting our Gender Equality Scheme? What is most important to your work/school life at the College? (Add extra sheet as necessary)**

- 7. Have you experienced discrimination based on gender at the College? What happened? What do you think could have been done differently? (Add extra sheet as necessary)**

Thank you for completing this survey

Donaldson's College – Gender Equality Survey

Think Gender doesn't relate to you? Think again.

Below is a list (to get you thinking) of just some of the ways that Gender issues can impact your life at the College.

- **Leadership** – Top Level commitment & willingness to commit resources to achieve gender equality
- **Policy & Practice** – Gender equality standards built in to all organisational policies and practices
- **Equal Pay** - Equal Pay Reviews carried out to ensure our pay system delivers equal pay
- **Employment Practices** – Promotion of gender equality in key employment issues such as recruitment, retention, flexible working
- **Training** - Gender Equality training delivered to all senior managers and line supervisors
- **Buildings & Facilities** – Improvements to estates & facilities to better meet the needs of women and men
- **Learning & Development** – Better access to learning and development opportunities
- **Family & Childcare** - development of a workplace culture that supports family or childcare responsibilities
- **Role Models** – senior level employees working flexibly or part time to act as role models for the organisation